

Warwickshire Local Area Written Statement of Action (WSoA) for Special Educational Needs and Disabilities (SEND)

January 2022 – June 2023



Contents

Section 1 - Purpose of this Statement	3
Section 2 - Vision and Priorities	4
Section 3 - Arrangements for Working Together	5
Section 4 - Significant Areas of Weakness	7
Section 5 - Local Area Response to Concerns	8
Area 1: The waiting times for Autism assessments, and weaknesses in the support for children and young people awaiting assessment and following diagnosis of Autism	8
Area 2: The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level	13
Area 3: Incorrect placement of some CYP with EHC plans in specialist settings, and mainstream school leaders' understanding of why this needs to be addressed	18
Area 4: The lack of uptake staff training for mainstream primary and secondary school staff to help them understand and meet the needs of CYP with SEND	21
Area 5: The quality of the online local offer	23
Section 6 - Local Area Monitoring Arrangements	25
Appendix 1 - SEND and Inclusion Steering Group Members	26
Appendix 2 – Area Working Group Members	27
Appendix 3 - Groups Involved in the Production of WSoA	29
Appendix 4 - Glossary	31



Section 1

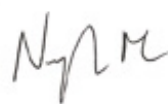
Purpose of this Statement

Between 12 July and 16 July 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the Warwickshire local area to judge its effectiveness in implementing the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014. On 23 September 2021 the inspection report for Warwickshire was published and as a result of the findings of this inspection, Her Majesty's Chief Inspector (HMCI) has determined that a Written Statement of Action (WSOA) is required to address five significant areas of weakness in the local area's practice.

Warwickshire County Council (WCC) and Coventry and Warwickshire Clinical Commissioning Group (CCG) are jointly responsible for submitting the WSoA which has been produced in conjunction with the Parent Carer Forum, Warwickshire Parent Carer Voice (WPCV).

The local area is committed to improving support, services and provision for children, young people, parents and carers in Warwickshire. We are committed to working in partnership, increasing co-production, and building on the expertise within the system. Since the inspection, senior leaders in WCC and CCG have been working with services and stakeholders to understand the actions we need to take to make improvements. These include parents and carers, staff, the SEND and Inclusion Partnership, and schools and settings.

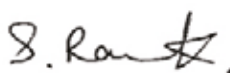
This is our statement of action. It sets out our vision and priorities, the arrangements for working together to oversee this work, key themes from the inspection, the actions we will take to address the concerns identified by the inspectors and the framework we will use to measure performance.



Nigel Minns
(Director of Children's Services, Warwickshire County Council)



Councillor Jeff Morgan
(Portfolio Holder Education and Children's Services, Warwickshire County Council)



Dr Sarah Raistrick
(Chair of Coventry and Warwickshire Clinical Commissioning Group)



Elaine Lambe
(Chair of Warwickshire Parent Carer Voice).

Section 2

Vision and Priorities

Warwickshire County Council, the Clinical Commissioning Group (CCG) and Warwickshire Parent Carer Voice have committed to a common SEND vision of ensuring:

“all children and young people have the right to lead a fulfilling life and be part of their community”

The local area is ambitious to do better for all our children, young people and young adults. We want children with SEND to thrive as members of their communities. All partners give priority to the views and aspirations of children, young people, young adults and their parent carers to enable a culture of mutual support, ownership, continuous growth and development. WCC, the Clinical Commissioning Group (CCG) and WPCV have formed a SEND and Inclusion Steering Group together with the SEND and Inclusion Partnership to provide governance by continuously challenging, supporting and improving the quality of our work and our outcomes. This group also has representatives from mainstream schools, special schools, health providers and the community voluntary sector (CVS). The Schools Forum within Warwickshire also provides robust challenge to WCC in relation to its efficient use of resources.

Although there are many strengths, senior leaders recognise there are areas for further improvement across the system and welcome the feedback from the inspection to provide further focus to deliver our change plans.

[Warwickshire's SEND and Inclusion Strategy](#) sets out the agreed priorities for Children and Young People (CYP) with SEND. [The SEND and Inclusion Change Programme](#) builds on those priorities with four areas of focus:

- ➔ Improving the outcomes for our CYP
- ➔ Clear, transparent decision making
- ➔ Ensuring systems are sustainable
- ➔ Securing education, employment and training for young people with SEND aged 16-25

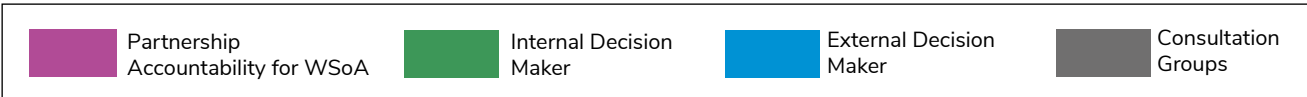
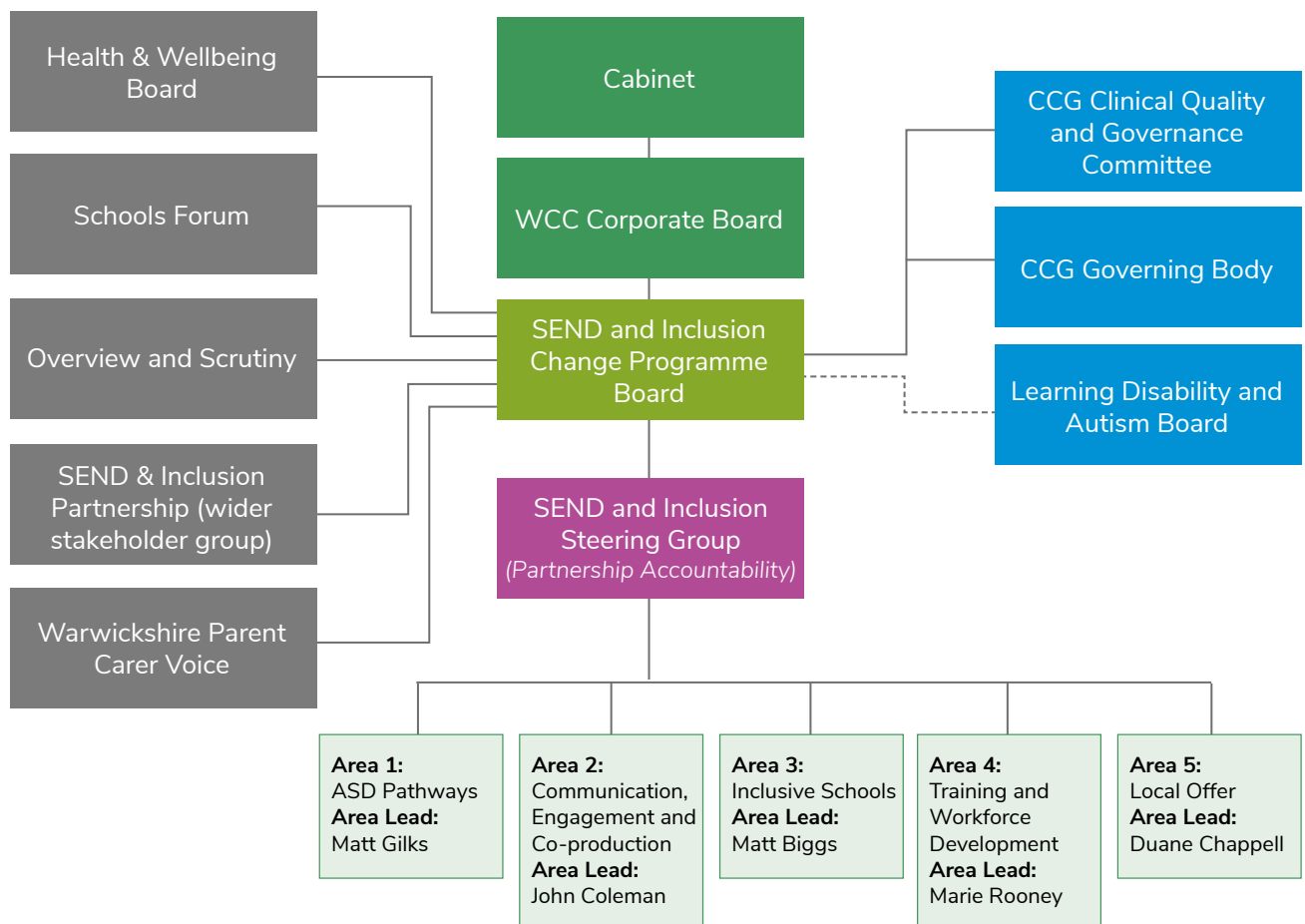
For clarity, it should also be noted that the term 'CYP' refers to Children and Young People (CYP). CYP with SEND refers to children and young people with Special Educational Needs and/or Disabilities who are supported at either SEN Support or who have an Education Health Care Plan (EHCP). Further terms are included in the glossary.

Section 3

Arrangements for Working Together

We will make sure the right people are involved in this written statement of action and our improvement plans. This includes senior leaders, councillors, partners, schools, staff, parents and carers, young people and young adults. Improvements will be delivered through a set of workstreams overseen by a joint SEND and Inclusion Steering Group with partnership accountability for delivering the WSoA. The

workstreams will report to the SEND and Inclusion Change Programme Board. Progress will also be overseen by WCC Corporate Board and Cabinet, and the CCG Governing Body and Clinical Quality and Governance Committee. The structure below shows how communication, delivery and accountability will work.



In addition to this, we will ensure that the voices of CYP are heard and acted upon. We will work with Warwickshire Parent Carer Voice to co-produce frameworks, and we will listen to feedback to judge the effectiveness of our work. We will also monitor our progress in our joint data dashboard and review regularly our Self Evaluation Framework.



Section 4

Significant Areas of Weakness

The significant areas of weakness identified by Ofsted and CQC are:

1. The waiting times for Autism Spectrum Disorder (ASD) assessments, and weaknesses in the support for CYP awaiting assessment and following diagnosis of ASD.
2. The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level.
3. The incorrect placement of some CYP with EHC plans in specialist settings, and mainstream school leaders' understanding of why this needs to be addressed.
4. The lack of uptake of staff training for mainstream primary and secondary school staff to help them understand and meet the needs of CYP with SEND.
5. The quality of the online local offer.

This statement of action describes how the local area will address and improve the above areas.

RAG Ratings: In the following action plans, we will use the following to rate our progress:

Blue: Completed and embedded;

Green: On track, no concerns;

Amber: On track, some concerns;

Red: No progress, major concerns;

Grey: Not due yet

Note on Terminology: There are many terms used to describe autism. In this document we will use the word *autism* and *identity-first terminology* **'autistic individuals'** rather than 'individuals with ASD' or 'individuals with autism') when referring to autistic individuals. This approach is based on research (Autism Journal, 2015) which looked at the preferences of UK autistic community members around language used to describe autism, and is reflected in the national strategy for England ([National strategy for autistic children, young people and adults \(2021-26\)](#)). Unless otherwise stated, reference to "an autistic individual or individuals" includes children, young people and adults of all ages, across the autism spectrum at all levels of intellectual ability.



Section 5

Local Area Response to Concerns

Area 1: The waiting times for Autism assessments, and weaknesses in the support for children and young people awaiting assessment and following diagnosis of Autism

Senior Responsible Officer – Matt Gilks (Director of Joint Commissioning, CWCCG)

Outcomes we will strive for:

- ➔ The waiting times for an autism diagnostic assessment are reduced.
- ➔ Children, young people, young adults and their families awaiting a diagnostic assessment can access a clear and coordinated pathway of support that meets their needs.
- ➔ Children, young people, young adults and their families following diagnosis of autism can access a clear and coordinated pathway of support that meets their needs.

Actions we will take	Lead & Resources	Evidence of success (what will change)	Impact measures (KPI's / Targets)	Completion date	Progress Narrative (BRAG)
1.1 Reduce waiting times for autism diagnostic assessments <i>I statement: "I can access specialist support to help me to understand my autism and support me with my social, communication, sensory and emotional wellbeing."</i>					
1.1.1 Increase capacity for diagnostic assessment and post diagnostic support in the neurodevelopmental service to meet demand.	Helen Stephenson Existing resources	The neurodevelopmental service has the capacity to meet ongoing demand for referrals. There is additional capacity commissioned to clear the backlog of individuals awaiting an assessment in line with an agreed trajectory, including post diagnostic interventions where required.	Longest wait for a diagnostic assessment reduced from 242 weeks to 13 weeks or lower.	June 2023: 125 weeks March 2024: 13 weeks	

1.1.2 Pilot and evaluate a differentiated model of assessment to enable 'straightforward' presentations to be diagnosed outside of the specialist neurodevelopmental service.	Helen Stephenson Michelle Rudd Existing resources Council for Disabled Children (CDC) support	Local area has evidence of effectiveness of different models.	Referrals from mental health service, paediatrics and educational psychology to the specialist neurodevelopmental service for a diagnostic assessment reduce by 10%.	December 2022	
		Autistic individuals are diagnosed by professionals outside of the specialist service, including mental health service, paediatrics and educational psychology.	Feedback from autistic CYP and professionals involved show if pre-assessment and post diagnostic support has improved.		
1.2 Develop a pathway of support for children, young people and adults awaiting a diagnostic assessment and/or post autism diagnosis I statement: "I don't have to wait until I have a diagnosis or am in crisis to get the help I need."					
1.2.1 Improve the self-help offer through improving awareness of local services and support via an online portal for information and advice, a promotional campaign and conferences to bring together young people, families and support services.	Ali Cole Existing resources Council for Disabled Children (CDC) support	An online information portal is published and promoted widely.	Increase in number of families and professionals reporting they have accessed useful information and advice in relation to autism diagnosis and support.	December 2022	
		A conference is delivered for 300 families (to repeat the successful Together with Autism conference in January 2020).	Increase in knowledge and understanding of the self-help offer from conference attendees.	May 2022	

<p>1.2.2 Recommission the all-age community support service for neurodiverse individuals to:</p> <ul style="list-style-type: none"> - Introduce a single front door for referrals for neurodiversity support and diagnosis to provide enhanced triage and ensure individuals are supported while awaiting a diagnostic assessment - provide an advice and navigation function for individuals seeking an assessment, those diagnosed with autism and their families - provide low and medium level support pre and post diagnosis for young people and families 	<p>Ali Cole</p> <p>Existing resources</p> <p>Council for Disabled Children (CDC) support</p>	<p>New single pathway for support and diagnosis is in place.</p> <p>Families and professionals know how to access pre and post assessment and diagnostic support and be supported to do so by professionals and services and are also aware of the new local offer webpages.</p>	<p>Increase in parents, carers and autistic individuals reporting improved pre and post assessment and diagnostic support, identified via a range of feedback mechanisms.</p>	<p>October 2022</p> <p>Evaluation by June 2023</p>	
			<p>Increase in the percentage of individuals surveyed who accessed support while awaiting an assessment from a baseline of 52.9% to 70%.</p>	<p>December 2022</p>	
			<p>Decrease in the percentage of professionals surveyed who are not aware of an autism pathway from 27% to 15%.</p>	<p>December 2022</p>	

1.2.3 Develop and implement an education-led stepped approach to access multi-agency support for neurodivergent children and young people to enable access to adjustments and support in education pre assessment and post diagnosis.	<p>Marie Rooney, Ali Cole</p> <p>Existing resources i.e., Specialist Teaching Service, Educational Psychology.</p> <p>Additional £250,000 from Schools Block of Dedicated Schools Grant (DSG) to support workforce development.</p>	An agreed and published stepped approach is in place with health, social care and education input for autistic children, young people and adults	Reduction in the number of families and professionals who state that diagnosis is required to access adjustments in education from a baseline of 85% (survey to be repeated December 2022).	September 2022	
			Feedback from CYP, parents and professionals on how the education-led stepped approach has improved their outcomes.	March 2023	
1.2.4 Map demand and capacity of Speech and Language Therapy and Occupational Therapy Services to address any gaps in support in the neurodevelopmental pathway.	<p>Natasha Lloyd-Lucas</p> <p>Existing resources</p> <p>Council for Disabled Children (CDC) support</p>	Gaps in specialist support for communication and sensory needs are understood to inform joint commissioning intentions and resource allocation.	Individuals awaiting an assessment or following a diagnosis report that they have accessed support with communication and sensory needs (via survey December 2022).	August 2022	
		Proposals are co-produced for speech and language therapy and OT services.			

<p>1.2.5 Ensure there is an appropriate and accessible offer within Emotional Wellbeing and Specialist Mental Health (MH) provision for autistic children, young people and young adults through a combination of staff training and increased joint working between emotional wellbeing, specialist mental health and autism services.</p>	<p>Michelle Rudd Existing resources</p>	<p>Skills audit, competency framework and training plan developed.</p>	<p>Staff in emotional wellbeing and specialist MH services are better skilled and able to identify and support autistic people. Demonstrated by repeating skills audits in February 2022 and March 2023 to measure uptake of autism training and confidence in supporting autistic people.</p>	<p>March 2022</p>	
		<p>Training plan delivered to 80% staff including internal and external training, supported by detail from the skills audit and an agreed snapshot from the Neurodevelopment team to consider staff experiences.</p>		<p>March 2023</p>	
		<p>Neurodevelopmental liaison roles are in place and working with MH practitioners to identify and support autistic people.</p>	<p>Autistic CYP and adults who experience poor mental health and wellbeing can access support that is adjusted to meet their needs to prevent their needs escalating. This will be measured through the CORC accredited Routine Outcome Model used in the RISE service to monitor impact of change and service delivery (ORS and SRS). Specific case studies will be developed to demonstrate the experience of autistic CYP within the CORC model.</p>	<p>September 2022</p>	
		<p>Autistic individuals and those with lived experience of autism are employed as peer mentors within CWPT.</p>		<p>September 2022</p>	
		<p>To explore increasing the Expert by Experience module that currently is accessible on ESR to promote culture change and increase staff awareness. To be include access barriers.</p>			
		<p>Review staff groups and evaluate training programs.</p>			
		<p>To evaluate the usage of the dimensions tool to promote accessibility to MH services at Early help level (PMHT and MHST).</p>		<p>To audit the impact of access to services at an Early Help level aided by the Dimensions tool.</p>	

Area 2: The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level

Senior Responsible Officer – John Coleman (Assistant Director, Children and Families, WCC)

Outcomes we will strive for:

- ➔ Strengthened relationships with parents and carers to build trust and confidence in the SEND system.
- ➔ Effective approach to communication in place with children, young people and their families.
- ➔ Whole system approach to co-production at a strategic level with children, young people and their families across Education, Health and Social Care.

Actions we will take	Lead & Resources	Evidence of success	Impact measures (KPI's / Targets)	Completion date	Progress (BRAG)
2.1 Strengthen relationships with parents and carers					
<i>I statement for Parent Carers: "I feel understood, involved, valued and respected"</i>					
2.1.1 Co-produce a framework to strengthen relationships with parents and carers.	Sam Craven, Jo Mann	Restorative Framework and staff training in place, with a focus on 'high support and high challenge' to enable productive relationships that lead to positive change.	100% of SEND and Inclusion Service staff (c.250 staff) attend Restorative Practice training, with further ambition to train health sector staff.	Phased approach by June 2023 (with interim quarterly milestones)	
	Existing resources Council for Disabled Children (CDC) support Contact (charity supporting families with disabled children)		CYP and their families have a more positive experience working with WCC officers.		

	Sam Craven Existing resources SEND & Inclusion Change Programme Phase 2	Plan to strengthen disagreement resolution is implemented, including establishing a baseline.	Reduction in the number of tribunals registered.	September 2022 (baseline in March 2022)	
	Families report they are more understood, involved, valued and respected.		December 2022 (interim milestone in July 2022)		
	Sam Craven Existing resources	Mechanism in place to capture the learning from engagement with the Community and Voluntary Sector.	Increase in understanding about what life is like for families with SEND (via focus groups). 'You said, we did' in response to learning from feedback.	December 2022 (interim milestone in July 2022)	
	Sam Craven Existing resources	Process to capture learning from complaints and feedback is in place.	Number of complaints resolved through a restorative approach (including baseline data).	December 2022 (interim milestone in July 2022)	
			'You said, we listened' & 'You said, we did' in response to learning from feedback.	February 2022 (plus milestones in July 2022, December 2022)	

2.2 Develop an effective approach to communication with parents and carers

I statement for Parent Carers: "I am given the information I need, when I need it in a format that I can understand"

2.2.1 Co-produce a Corporate Framework and agreed communications approach between WCC, CCG and WPCV.	Lisa Mowe, Sam Craven Additional £64,000 to support communication and engagement	Communication Strategy and Action Plan are in place.	100% of key stakeholders are aware of the Communication Strategy and Action Plan.	January 2022 (plus milestones in July 2022, December 2022)	
		Communications approach in place, to include surveys, engagement programme.	Increase in communication with CYP and their families.	February 2022	
			CYP and their families report communication has improved.	April 2022	
		Communication in place with schools around SEND.	A minimum of 80% of mainstream schools understand the range of services and how to support families.	May 2022	
			80% of parent carers are confident that schools understand the range of services and support for families.	September 2022	
		System for capturing live feedback in place.	Performance monitoring shows the % families who consider they are heard and services are better informed by feedback.	September 2022	

2.3 Develop a whole system approach to co-production

I statement for Parent Carers and CYP: "I know we are included in the design, development and evaluation of policies and services"

2.3.1 Develop a Co-production Strategy with key stakeholders and the WPCV.	Shinderpaul Bhargal, Sam Craven	Co-production and Engagement Hub in place to enable engagement with parents, carers, CYP, senior leaders and officers.	Conduct a WCC & WPCV joint evaluation to assess the effectiveness of the Co-production and Engagement Hub and show increasing strategic coproduction with parents.	April 2022 (milestones to review in July 2022, December 2022)	
	Additional £20,000 to support co-production				
	Council for Disabled Children Contact	Increased level of oversight, co-production and influence of WPCV and CYP in decision making.	WPCV and CYP report increased levels of participation and influence in the development and implementation of projects (space is created, voice is enabled, audience is provided, and influence is demonstrated).	April 2022	
		A platform to capture the voice of children and young people is in place.	CYP report they are engaged and listened to (space is created, voice is enabled, audience is provided and influence is demonstrated).	May 2022	

		Co-production Strategy developed and training in place.	100% of SEND and Inclusion Staff attend co-production training (c.250). Evaluation of co-production training shows increased awareness, understanding and application of Co-production Strategy and approaches.	September 2022 (interim milestone July 2022)	
2.3.2 Develop an agreement for recruitment activities to include a member of WPCV and/or young person for operational and strategic SEND roles in WCC and CWCCG.	Shinderpaul Bhangal Existing resources	Agreement and plan in place for recruitment for operational and strategic SEND roles to include a member of WPCV and/or CYP.	Recruitment activities have involved CYP or parent carers (where appropriate).	December 2022 (interim milestone July 2022)	
			Feedback from CYP and parent carers on how they felt listened to, involved in decision making and satisfaction with the process.		
2.3.3 Develop an agreement to include a member of WPCV and/or young person in scoring SEND commissioned services, and also develop a parent and young person inspectors process to form part of our quality assurance functions.	Shinderpaul Bhangal Existing resources	Agreement and plan of activity in place.	Commissioning activities have involved CYP or parent carers (where appropriate).	December 2022 (interim milestone July 2022)	
			Feedback from CYP and parent carers demonstrates that they were listened to, involved in decision making and satisfied with the process.		

Area 3: Incorrect placement of some CYP with EHC plans in specialist settings, and mainstream school leaders' understanding of why this needs to be addressed

Senior Responsible Officer – Matt Biggs (Education and Early Years Strategy and Commissioning Manager, WCC)

Outcomes we will strive for:

- ➔ Mainstream school leaders' understanding of why the placement of some children needs to be addressed.
- ➔ The correct placement of children and young people with EHC plans.

Actions we will take	Lead & Resources	Evidence of success	Impact measures (KPI's / Targets)	Completion date	Progress / Impact (BRAG)
3.1 Improve mainstream school leaders' understanding of why the placement of some children needs to be addressed <i>I statement for children and young people: "People know my needs and I know I am in the right school for me"</i>					
3.1.1 Set up an Inclusive Schools Consortia Working Group to co-produce an Inclusion Action plan in primary and secondary schools (in collaboration with Area 4). Notes: Any reference to 'Consortia' includes Primary and Secondary area networks. 'Inclusion Framework' refers to the new model of inclusion being developed in the Rugby trial. 'Inclusion Charter' refers to an agreement with schools outlining the vision and principles for inclusion.	Matt Biggs, Darren Barrow Existing resources	Terms of Reference for Inclusive Schools Consortia Working Group in place and roles and responsibilities of change agents/ champions agreed.	100% consortia/ network chairs sign off on Terms of Reference.	March 2022	
	Tracey Underwood SEND & Inclusion Change Programme	Inclusion Framework for schools trial started in the Rugby area.	100% of schools in the trial signed up and needs identified through peer-to-peer audits.	March 2022	
	Matt Biggs, Darren Barrow SEND & Inclusion Change Programme	Whole school SEND audit carried out.	100% of participating schools have a baseline report from SEND Audit.	July 2022 (baseline) March 2023 (final review)	
			Increase in participating schools recording a 80% improvement against judgement on previous year.	March 2023	

	<p>Matt Biggs</p> <p>Existing resources</p> <p>SEND & Inclusion Change Programme</p>	<p>Engagement of CYP and their families (including baselining) to ascertain their level of confidence in mainstream schools to meet the needs of CYP with SEND.</p>	<p>80% of CYP and their families engaged are confident in mainstream schools' ability to meet the needs of CYP with SEND (surveys and focus groups).</p>	<p>March 2022 (baseline).</p> <p>October 2022 and March 2023 (follow up engagement)</p>	
	<p>Darren Barrow</p> <p>Existing resources plus</p> <p>Organisational Development support</p>	<p>Change Agents identified with delegated responsibility to appoint Change Champions (in collaboration with Area 4).</p>	<p>SEND Change Agents in place in schools.</p> <p>Communication with 100% of schools with named SEND Change Champions.</p>	<p>March 2022</p>	
	<p>Matt Biggs, Debbie Hibberd</p> <p>School Improvement Team</p>	<p>Development and promotion of an Inclusion Charter to Warwickshire's Family of schools via events and briefings (in collaboration with Area 4).</p>	<p>100% of schools receive the Inclusion Charter.</p>	<p>May 2022</p>	
	<p>Matt Biggs, Tracey Underwood</p> <p>SEND & Inclusion Change Programme</p>	<p>Implementation plan for rollout of Inclusion Framework across Warwickshire following the Rugby trial agreed with Change Agents/ Champions</p>	<p>100% of Change Agents/ Champions agree with the implementation plan for the Inclusion Framework.</p>	<p>April 2023</p>	

3.2 Ensure an ongoing sustainable model for inclusive practice to ensure the correct placement of children and young people with EHC plans
I statement for children and young people: "I feel safe and included in my school"

3.2.1 Implement a sustainable Inclusion model to ensure the correct placement of children with EHCP plans (in collaboration with Area 4).	Matt Biggs Existing resources plus Organisational Development support	Change Agents and Change Champions work alongside identified schools within consortia to strengthen and embed practice, using assessment criteria.	100% of schools have an identified Change Agent and Champion.	December 2022	
		Re-survey of CYP and their families carried out.	80% improvement in satisfaction of CYP and their families.	March 2023	
	Darren Barrow Existing resources plus Organisational Development support	Succession planning is embedded so Change Agents, Change Champions and SEND SLEs are in place in all mainstream schools.	100% of consortia chairs report that change agents/ champions have had a positive impact.	January 2023 (with interim milestone in December 2022)	
		Margot Brown School Improvement Team	Categorisation process with a section on inclusive provision in place in schools.	Trial categorisation process with 50% of Rugby trial schools carried out.	July 2022
		Evaluation of categorisation process with trial schools carried out.		December 2022	
		100% Consortia chairs are in agreement with the categorisation allocated to schools.		May 2023	

Area 4: The lack of uptake staff training for mainstream primary and secondary school staff to help them understand and meet the needs of CYP with SEND

Senior Responsible Officer – Marie Rooney, Head of SEND and Inclusion and Educational Entitlement, WCC

Outcomes we will strive for:

- ➔ School staff are knowledgeable about, and confident in, meeting the needs of CYP with SEND in primary schools.
- ➔ School staff are knowledgeable about, and confident in, meeting the needs of CYP with SEND in secondary schools.

Actions we will take	Lead & Resources	Evidence of success	Impact measures (KPI's / Targets)	Completion date	Progress (BRAG)
4.1 Increase knowledge and confidence of primary and secondary school staff in meeting the needs of CYP with SEND <i>I statement for children and young people: "I know that if I need support that the staff in my school know how to help me"</i>					
4.1.1 Set up a local workforce development task group to co-produce the workforce development action plan in primary and secondary schools (in collaboration with Area 3).	Marie Rooney SEND & Inclusion Change Programme	Terms of reference for group and action plan with aligned accountability framework agreed and in place.	100% of consortia/network chairs sign off terms of reference and accountability framework.	March 2022	
	Marie Rooney SEND & Inclusion Change Programme	Surveys (including baselining) of school staff to measure uptake in training and confidence levels in meeting needs of CYP with SEND.	80% of staff surveyed report they are more confident, knowledgeable, and have increased level of understanding in meeting the needs of CYP with SEND.	March 2022 (baseline) and follow up surveys in October 2022 & March 2023	
	Marie Rooney SEND & Inclusion Change Programme	Engagement with CYP and their families (including baselining) to ascertain their level of confidence in mainstream schools.	80% parent carers/CYP engaged report that school staff are more confident and knowledgeable in meeting the needs of CYP with SEND.	March 2022 (baseline) and follow up surveys in October 2022 & March 2023	

	Marie Rooney SEND & Inclusion Change Programme Additional £15,000	Programme of targeted support delivered to schools to improve their understanding of how to meet the needs of CYP with SEND.	100% of identified schools within the trial take up relevant training.	From April 2022 (start date)	
			80% of delegates attending training report that the programme gave them a good or better understanding of how to meet the needs of CYP with SEND.	April 2022 with milestone in March 2023	
	Marie Rooney, Sue Casey SEND & Inclusion Change Programme	SEND training delivered to WCC maintained school Governors.	100% of Governors at trial schools attend training. 90% of attendees agree they are more confident in their role around improving outcomes for CYP with SEND.	October 2022	

4.2 Utilise the role of the Area Analysis Group (AAG) and Education Challenge Board to enable a framework of ongoing challenge and support across Warwickshire mainstream schools

I statement for Parent carers, children and young people: “I know that schools will try hard and will have to show what they are doing”

4.2.1 Develop the role of the Area Analysis Group (AAG) and Education Challenge Board, with an agenda focus on improvements for CYP with SEND (in collaboration with Area 3).	Marie Rooney, Matt Biggs Existing resources	Categorisation process in place to detail the % CYP with EHCP in schools/ academies.	Trial categorisation process with 50% of Rugby trial schools.	July 2022	
			Evaluation of categorisation process with trial schools.	December 2022	
			% increase in CYP with EHCP in schools/ academies to be in line or above statistical neighbours.	May 2023	
	Marie Rooney, Matt Biggs Existing resources	Action plan agreed with schools outlining how they will continue to upskill their workforce to respond to the needs of CYP with SEND.	All schools have an action plan outlining how they will continue to upskill their workforce to meet the needs of CYP with SEND.	May 2023 (with interim milestones in July 2022, December 2022)	

Area 5: The quality of the online local offer

Senior Responsible Officer – Duane Chappell, Strategy and Commissioning Manager, SEND and Inclusion, WCC

Outcomes we will strive for:

- ➔ The quality of the online local offer is fit for purpose.

Actions we will take	Lead & Resources	Evidence of success	Impact measures (KPI's / Targets)	Completion date	Progress (BRAG)
5.1 Ensure the quality of the online local offer is fit for purpose <i>I statement for Parent Carers: "I can find the information I need, and it is easy for me to understand"</i>					
5.1.1 Re-design and update the online local offer working with children and young people, parents, carers and professionals.	Jo Rolls SEND & Inclusion Change Programme	New local offer pages are developed with CYP, parent carers and professionals.	50% increase in webpage hits to show improved engagement with the local offer webpages.	October 2021 (launch)	
			Decrease in % of visitors who leave the landing page without progressing further.	February 2022	
5.1.2 Launch and promote the new online local offer so it is clear to everyone what is available in the local area.	Jo Rolls & Linda Saw SEND & Inclusion Change Programme	New online local offer is live.	50% increase in number of visits to local offer webpages.	November 2021 (plus milestones in July and December 2022)	
		Landing page is improved including an explanation of the local offer and promotion of SENDIAS.	80% of the feedback on the landing page is rated good or better.	October 2021 (plus milestones in July and December 2022)	

		Local offer is promoted via a range of platforms e.g., social media, news releases, newsletters, briefings with Head Teachers, SENCOs, WPCV, SENDIAS and professionals.	CYP, parent carers and professionals use the local offer regularly, with increased visits to webpages and feedback captured.	December 2021 (plus milestones in July and December 2022)	
		Videos of 'What is the local offer?' and 'How to use the local offer' produced and uploaded to webpages.	50% increase in number of visitors to the webpages.	April 2022	
			Increased understanding of the local offer by CYP, parent carers and professionals (through focus groups).	June 2022	
		Posters and leaflets are produced and distributed throughout Warwickshire with QR codes e.g., to schools, Children & Family Centres, GPs.	95% of schools, Children & Family Centres, GPs settings displaying posters/QR codes.	April 2022	
50% of families and professionals who contact the helpline report that they accessed useful information from the flyers.					
5.1.3 Develop and maintain the local offer webpages to ensure information is fit for purpose and kept up to date.	Linda Saw SEND & Inclusion Change Programme	Feedback form included on the local offer pages and service users regularly provide feedback.	70% of users can find what they are looking for (shown by the feedback form on the local offer webpages).	December 2021 (plus milestones in July and December 2022)	
		A contact point in each service is in place to ensure the local offer is kept up to date	Local offer is up to date and marketed so that CYP, parent carers and professionals continue to use it and find it helpful.	May 2022	
		Ongoing co-production groups for young people, parent carers and professionals in place.	Young people, parent carers and professionals felt listened to, involved in decision making and satisfied with the process.	May 2022, December 2022	

Section 6

Local Area Monitoring Arrangements

with baselines established open implementation of WSoA and targets agreed by Action Leads as identified within the plan

Monthly	
KPI's	Discussions and challenge held at Education & SEND Senior Management Team and CCG SMT meetings
6-weekly	
WSoA interim reports on Progress	Targeted WSoA updates to SEND and Inclusion Steering Group (exception reporting of issues)
Quarterly	
WSoA formal reports on progress of actions within plan	Full WSoA update to SEND and Inclusion Board, SEND Member Panel, NHSE and DfE
6-monthly	
WSoA formal reports on progress of actions within plan	Full WSoA update to Children and Young People's Overview and Scrutiny Committee

Warwickshire Parent Carer Voice are strategic partners of the SEND and Inclusion Steering Group and Change Programme Board, bringing the voice of our children and young people and their families into our monitoring.

We will also, through workstreams and projects, engage our parents and carers in evaluating the progress that we are making on targeted areas, in line with our Written Statement of Action commitments.

Appendix 1

SEND and Inclusion Steering Group Members

Role	Name	Agency
Strategic Director Communities	Mark Ryder	WCC
Strategic Director People	Nigel Minns	WCC
Director of Joint Commissioning	Matt Gilks	CWCCG
Senior Transformation Manager	Heather Kelly	CWCCG
Warwickshire Parent Carer Voice, Chair	Elaine Lambe	WPCV
Director of Nursing	Fiona Burton	SWFT
Assistant Director Education	Ian Budd/Chris Baird	WCC
Strategy and Commissioning Manager, SEND and Inclusion	Duane Chappell	WCC
Assistant Director People, Strategy and Commissioning	Becky Hale	WCC
Assistant Director Children & Families	John Coleman	WCC
Assistant Director People, Adult Social Care (Delivery)	Pete Sidgwick	WCC
Chief Operating Officer	Sonya Gardiner	CWPT
Change Delivery Lead	Rachel Barnes	WCC
Programme Manager	Ruth Bell	WCC



Appendix 2

Area Working Group Members

Role	Name	Agency
Area 1: The waiting times for Autism assessments, and weaknesses in the support for children and young people awaiting assessment and following diagnosis of Autism		
Director of Commissioning	Matt Gilks	CWCCG
Associate Director for LD and Autism	Helen Stephenson	CWPT
Warwickshire Parent Carer Voice	Cathy Wassell	WPCV
Senior Joint Commissioner for Disabilities and Autism	Ali Cole	WCC
Head of SEND and Inclusion and Educational Entitlement	Marie Rooney	WCC
Senior Transformation Manager	Natasha Lloyd-Lucas	CWCCG
Senior Transformation Manager	Heather Kelly	CWCCG
Designated Clinical Officer (DCO) and Consultant Paediatric Community Nurse	David Widdas	SWFT
Lead Commissioner (Family Wellbeing, Public Health)	Kate Sahota	WCC
RISE Head of Service	Michelle Rudd	CWPT
Area 2: The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level		
Assistant Director, Children & Families	John Coleman	WCC
Development Team Manager, Children & Families	Jo Mann	WCC
Co-production & Research Officer	Sam Craven	WCC
Head of SENDAR and Strategy Commissioning Lead	Ross Caws	WCC
Delivery Lead - Marketing and Communication	Lisa Mowe	WCC
Warwickshire Parent Carer Voice	Elaine Lambe	WPCV
Senior Transformation Manager	Heather Kelly	CWCCG
C&F Social Work Operational Team Leader	Shinderpaul Bhangal	WCC
Warwickshire SENDIAS Coordinator	Elaine Harvey	SENDIAS

Role	Name	Agency
Area 3: Incorrect placement of some CYP with EHC plans in specialist settings, and mainstream school leaders' understanding of why this needs to be addressed		
Strategy and Commissioning Manager (Education & Early Years)	Matt Biggs	WCC
Schools Sustainability Lead Officer	Darren Barrow	WCC
Head of SEND and Inclusion and Educational Entitlement	Marie Rooney	WCC
School Improvement Commissioning Lead	Margot Brown	WCC
Warwickshire Parent Carer Voice	Tricia Elliott	WPCV
Principal Educational Psychologist	Tracey Underwood	WCC
Project Manager	Rhiannon Davies / Mohammed Abrar	WCC
Warwickshire SENDIAS Coordinator	Elaine Harvey	SENDIAS
Area 4: The lack of uptake staff training for mainstream primary and secondary school staff to help them understand and meet the needs of CYP with SEND		
Head of SEND and Inclusion and Educational Entitlement	Marie Rooney	WCC
Strategy and Commissioning Manager (Education & Early Years)	Matt Biggs	WCC
Service Manager for Early Help and Targeted Support Services	Marina Kitchen	WCC
Senior Joint Commissioner for Disabilities and Autism	Ali Cole	WCC/ CWCCG
Delivery Lead Governor Services	Sue Casey	WCC
Project Manager	Toni Wynn	WCC
Warwickshire Parent Carer Voice	Tricia Elliott	WPCV
Area 5: The quality of the online local offer		
Family Information Service (FIS) Operations Manager	Jo Rolls	WCC
Family Information Service (FIS) Officer	Linda Saw	WCC
Project Manager	Max Beesley	WCC
Manager EMAS and SEND & Inclusion Change Programme Integrated Services Lead	Tammy Mason	WCC
Warwickshire Parent Carer Voice	Melissa Odling	WPCV

Appendix 3

Groups Involved in the Production of WSoA

Date	Meeting and attendees	Description
07/09/21	SEND & Inclusion Steering Group set up (senior leads from across education, health and social care and WPCV)	Template and Terms of Reference for Steering Group agreed.
21/09/21	SEND & Inclusion Steering Group, chaired by Mark Ryder	Area leads, Communications Plan and governance agreed.
23/09/21	Briefings to stakeholders by Duane Chappell and Mark Ryder (following publication of final inspection report)	Meetings with staff, head teachers, parent carers, governors, and members.
24/09/21	Update to Trade Unions by Duane Chappell	Update provided on the inspection to Trade Unions.
27/09/21	Special School Heads meeting with Duane Chappell and Marie Rooney	Meeting to discuss findings of the inspection and next steps.
27/09/21	Meeting with regional PCF lead, Zara Bowden	Meeting to share good practice from other areas around coproduction and engagement with parent carers.
28/09/21	Head Teachers briefing by Duane Chappell	Briefing for Head Teachers on the inspection findings.
30/09/21	Schools Forum briefing by Duane Chappell and Ross Caws	Update to Schools Forum on outcome of inspection.
30/09/21	Early Years managers meeting with Duane Chappell and Rachel Barnes	Presentation and discussion about inspection findings and change programme.
01/10/21	Initial Senior Officers Meeting with DfE and NHSE, senior leads from education, health and social care and WPCV	Initial feedback on draft WSoA and approach.
01/10/21	Leader and Portfolio Holder briefing with Duane Chappell and Rachel Barnes	Meeting to discuss inspection outcomes and next steps.
05/10/21	Template shared with Area leads and working groups set up	Working groups mobilised to develop the WSoA.
18/10/21	Briefing Notes to Children and Young People Overview and Scrutiny on the inspection by Duane Chappell and Rachel Barnes	Briefing shared with Overview and Scrutiny Committee via the portfolio holder, Councillor Jeff Morgan.
21/10/21	SEND Partnership Meeting with Duane Chappell and Ross Caws	Update on the inspection outcomes and WSoA.

Date	Meeting and attendees	Description
01/11/21	SEND and Inclusion Steering Group	Feedback on first draft of WSoA.
03/11/21	Head Teachers Conference – update by Duane Chappell and WSoA area leads with guest speaker Kim Garland, Head Teacher of Brimsham Green School in South Gloucestershire (inclusion focus)	Update and discussion on inspection outcomes, WSoA and change programme.
04/11/21	Parent Carer webinar with Elaine Lambe and Sam Craven	Webinar by WPCV and WCC to strengthen relationships with parents and carers and work together to improve SEND services.
05/11/21	Neurodevelopmental Transformation Steering Group	One of regular meetings aimed at discussing progress on Neurodevelopmental Transformation programme incl addressing current backlog of referrals and redesign of the diagnostic pathway.
16/11/21	Corporate Board, WCC with Duane Chappell and Rachel Barnes	Feedback on draft WSoA.
16/11/21	Children and Young People Overview and Scrutiny Committee presentation by Duane Chappell, Rachel Barnes, Mark Ryder and Nigel Minns	Feedback on draft WSoA.
24/11/21	Chair of Governors Meeting update by Duane Chappell and Rachel Barnes	Update and discussion on Written Statement of Action.
25/11/21	Head Teachers meeting with Marie Rooney, Matt Biggs, Tracey Underwood and Rachel Barnes	Further discussion on the Written Statement of Action.
25/11/21	Clinical Quality and Governance Committee, CWCCG	Consideration and recommendation to Governing Body on WSoA.
03/12/21	Meeting with Warwickshire MPs by Duane Chappell and Rachel Barnes	Briefing and discussion on the inspection and WSoA.
07/12/21	Cabinet, WCC	Approval of draft WSoA.
08/12/21	Joint Children and Young People and Adult Social Care & Health Overview and Scrutiny Committee update on Autism by the CCG and CWPT and on the WSoA by Duane Chappell and Rachel Barnes	Oversight and feedback on the draft WSoA.
15/12/21	Governing Body, CWCCG	Approval of draft WSoA.
w/c 20/12/21	WCC and CWCCG senior officers and Portfolio Holder	Final approval of WSoA.

Appendix 4

Glossary

AAG: Area Analysis Group (schools)	CVS: Community Voluntary Sector
AATI: Attachment and Trauma Informed	CWCCG: Coventry and Warwickshire Clinical Commissioning Group
ABP: Area Behaviour Partnership	CWD: Children with Disabilities
ACEs: Adverse Childhood Experiences	CWDT: Children with Disabilities Team
ADHD: Attention Deficit and Hyperactivity Disorder	CWPT: Coventry and Warwickshire Partnership Trust
AEP: Alternative Education Provision	CYP: Children and Young People
ALDAAR: Autism & Learning Disability Admission Avoidance Register	DCO: Designated Clinical Officer
ALT: Acute Liaison Team	DfE: Department for Education
AP: Alternative Provision	DMO: Designated Medical Officer
ASC: Autistic Spectrum Condition	DSG: Dedicated Schools Grant
ASD: Autistic Spectrum Disorder	DSL: Designated Safeguarding Lead
AQA: Assessment and Qualification Alliance	DSW: Designated Social Worker
BSL: British Sign Language	EDT: Emergency Duty Team
CAMHS: Child and Adolescent Mental Health Service	EET: Education Entitlement Team
CCG: Clinical Commissioning Group	EET: Education Employment Team
CCN: Community Children's Nursing	EHCP: Education, Health and Care Plan
CETRs: Care Education Treatment Reviews	EHCna: Education Health and Care needs assessment
CHC: Continuing Health Care	EHE: Elective Home Education
CHSWG: Children's Hearing Service Working Group	EMTAS: Ethnic Minorities and Traveller Achievement Service
CIN: Child in Need	ENAS: Extended Non-Attendance at School
CiN: Communication and Interaction Needs	EP: Educational Psychologist
CLA: Child(ren) Looked After	EPS: Educational Psychology Service
CLDT: Community Learning Disability Team	EY: Early Years
CORC: Child Outcomes Research Consortium	EYFS: Early Years Foundation Stage
COVID: Corona Virus Disease	FAP: Fair Access Protocol
CQC: Care Quality Commission	FE: Further Education

FIS: Family Information Service	NHS: National Health Service
FLT: Flex Learning Team	ORS: Outcome Rating Scale
FTE: Full-Time Equivalent	OT: Occupational Therapy
GCSE: General Certificate of Secondary Education	PACT: Paediatric Autism Communication Therapy
GLD: Good Level of Development	PCF: Parent Carer Forum
GP: General Practitioner	PEP: Personal Education Plan
GRT: Gypsy Roma Traveller	PVI: Private, Voluntary, and Independent
HCP: Healthy Child Programme	QoL: Quality of Life
HELAC: Health Looked After Children	Q4: Quarter 4
HI: Hearing Impairment	RWM: Reading, Writing and Maths
HV: Health Visitor	SDQ: Strengths and Difficulties Questionnaire
IDACI: Income Deprivation Affecting Children Index	SEF: Self Evaluation Framework
IDS: Integrated Disability Service	SEMH: Social, Emotional and Mental Health
IEP: Individual Education Plan	SEN: Special Educational Needs
IHCP: Health Care Plan	SEND: Special Educational Needs and Disabilities
ILACS: Inspection of Local Authority Children's Services	SENDAR: Special Educational Needs and Disabilities Assessment and Review Service
ILEAP: Inclusive Leisure Education Activity Project	SENCO: Special Educational Needs and Disabilities Coordinator
IPBS: Intensive Positive Behaviour Support	SENDIAS: Special Educational Needs and Disabilities Information and Advice Service
ISP: Independent Specialist Provision	SENS: SEN Support
IST: Intensive Support Team	SICP: SEND and Inclusion Change Programme
JSNA: Joint Strategic Needs Assessment	SN: School Nurse
KPI: Key Performance Indicator(s)	SPA: Single Point of Access
KS: Key Stage	SRS: Session Rating Scale
LA: Local Authority	STS: Specialist Teaching Service
LD: Learning Disability	SWFT: South Warwickshire Foundation Trust
LGA: Local Government Association	TCP: Transforming Care Partnership
LTP: Local Transformation Plan	VCS: Voluntary Community Services
MASH: Multi-Agency Safeguarding Hub	WCC: Warwickshire County Council
MEG: Multi-Agency Panel (Health)	WinCKs: Warwickshire Inclusive Nursery Kitemarking Scheme
NDTI: National Development Team for Inclusion	WYJS: Warwickshire Youth Justice Service
NEET: Not in Education, Employment or Training	YP: Young Person