

# Warwickshire

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

**Update - June 2022**



# Contents

<b>Section 1 - Purpose of this Statement.....</b>	<b>3</b>
<b>Section 2 - Vision and Priorities .....</b>	<b>4</b>
<b>Section 3 - Arrangements for Working Together.....</b>	<b>5</b>
<b>Section 4 - Significant Areas of Weakness....</b>	<b>6</b>
<b>Section 5 - Local Area Response to Concerns .....</b>	<b>9</b>
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.....	9
Area 2: The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level.....	17
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 .....	23
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 .....	26
Area 5: The quality of the online local offer .....	29
<b>Section 6 - Local Area Monitoring Arrangements .....</b>	<b>33</b>
<b>Appendix 1 - SEND and Inclusion Steering Group Members .....</b>	<b>34</b>
<b>Appendix 2 – Area Working Group Members .....</b>	<b>35</b>
<b>Appendix 3 - Glossary.....</b>	<b>37</b>



# Section 1 - Purpose of this Statement

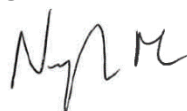
Between 12 July and 16 July 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the Warwickshire local area to judge its effectiveness in implementing the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014. On 23 September 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.

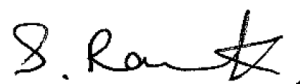
## Signatures



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



Councillor Kam Kaur (Portfolio Holder Education, 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 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 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

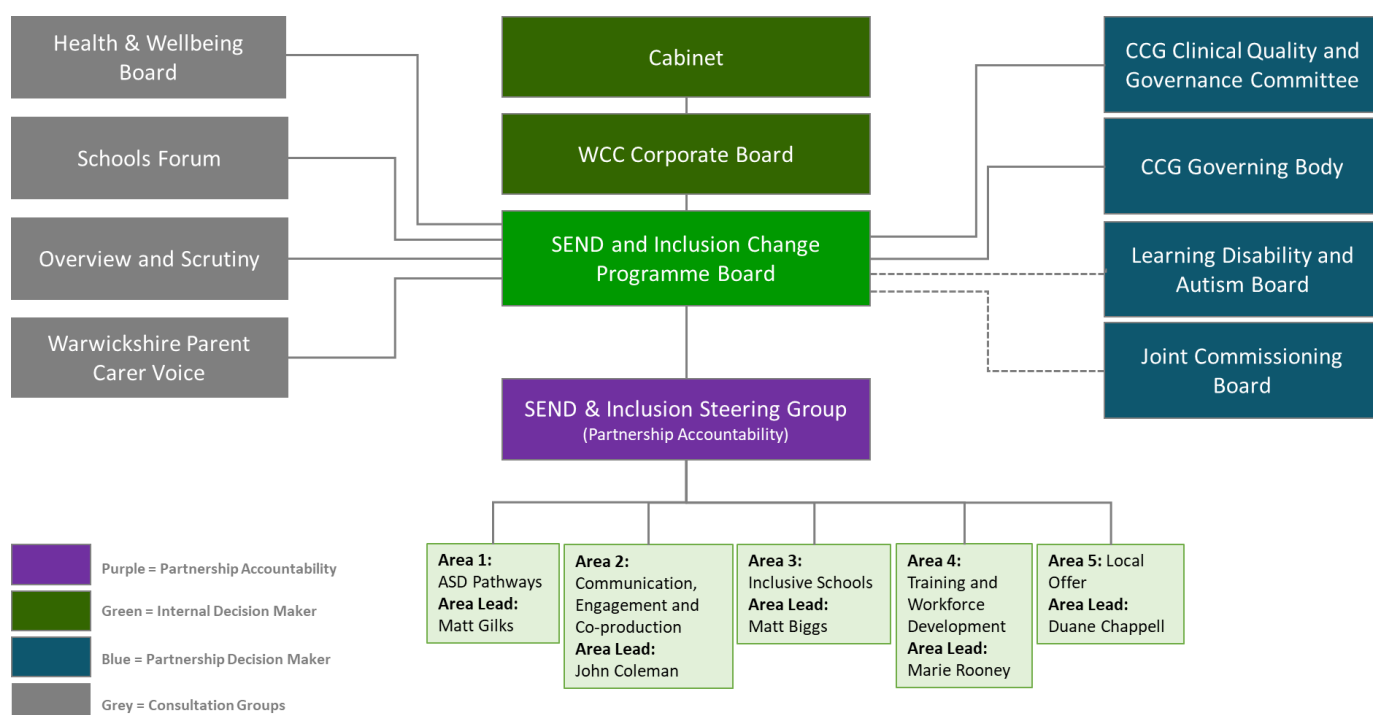
*For clarity, it should also be noted that the term 'CYP' refers to children, young people and young adults. CYP with SEND refers to children and young people with Special Educational Needs and/or Disabilities who are supported at either SEN Support or who have an Education Health Care Plan (EHCP). Further 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, children, 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 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 – Quantitative Summary

<b>Overall we have:</b>  <b>10 actions</b> <b>19 sub actions</b> <b>72 measures</b>	Status	Quantity	Percentage
	Completed	8	11%
	On track, no concerns	43	60%
	On track, some concerns	10	14%
	No progress, major concerns	0	0
	Not due yet	11	15%

<b>Area 1:</b>  2 actions 7 sub actions 15 measures	Status	Quantity
	Completed	0
	On track, no concerns	7
	On track, some concerns	7
	No progress, major concerns	0
	Not due yet	1

<b>Area 2:</b>  3 actions 5 sub actions 21 measures	Status	Quantity
	Completed	1
	On track, no concerns	19
	On track, some concerns	1
	No progress, major concerns	0
	Not due yet	0

<b>Area 3:</b>  2 actions 2 sub actions 14 measures	Status	Quantity
	Completed	4
	On track, no concerns	4
	On track, some concerns	0
	No progress, major concerns	0
	Not due yet	6

<b>Area 4:</b>  2 actions 2 sub actions 10 measures	Status	Quantity
	Completed	1
	On track, no concerns	4
	On track, some concerns	2
	No progress, major concerns	0
	Not due yet	3

<b>Area 5:</b>  1 actions 3 sub actions 12 measures	Status	Quantity
	Completed	2
	On track, no concerns	9
	On track, some concerns	0
	No progress, major concerns	0
	Not due yet	1

# Section 6 - BRAG on a page

	Action Ref	Action Description	Measures	Progress	Impact
AREA 1: Autism waiting times	1.1.1	Increase capacity for autism diagnostic assessments	1		
	1.1.2	Pilot a differentiated model of assessment	1		
			2		
	1.2.1	Improve the self-help offer	1		
			2		
	1.2.2	Recommission the all-age community support service for neurodivergent individuals	1		
			2		
			3		
1.2.3	Develop and education lead stepped approach to multiagency support	1			
		2			
1.2.4	Map demand and capacity of speech and language therapy and occupation therapy services	1			
1.2.5	Ensure an appropriate and accessible offer in Emotional Wellbeing and Specialist Mental Health Provision	1			
		2			
		3			
		4			
AREA 2: Co-production	2.1.1	Co-produce a framework to strengthen relationships with parents and carers	1		
			2		
			3		
			4		
			5		
			6		
			7		
	2.2.1	Co-produce a communications framework between WCC, CCG and WPCV	1		
			2		
			3		
			4		
			5		
			6		
	2.3.1	Develop a co-production strategy with key stakeholders and WPCV	1		
2					
3					
4					
2.3.2	Develop an agreement for recruitment activities to include WPCV/CYP	1			
		2			
2.3.3	Develop an agreement for scoring commissioned services to include WPCV/CYP	1			
		2			
AREA 3: Specialist Schools	3.1.1	Set up an inclusive schools consortia working group to co-produce an inclusion action plan in schools	1		
			2		
			3		
			4		
			5		
			6		
			7		
			8		
3.2.1	Implement a sustainable inclusion model to ensure the correct placement of children with EHCP's	1			
		2			
		3			
		4			
		5			
		6			
AREA 4: Workforce Development	4.1.1	Co-produce the workforce development action plan with schools	1		
			2		
			3		
			4		
			5		
			6		
4.2.1	Enable a framework of ongoing challenge and support across mainstream schools	1			
		2			
		3			
		4			
AREA 5: Local Offer	5.1.1	Redesign and update the local offer	1		
			2		
	5.1.2	Launch and promote the online local offer	1		
			2		
			3		
			4		
			5		
5.1.3	Develop and maintain the local offer webpages	1			
		2			
		3			



# Section 7 - 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 [KPIs / targets]	Completion date	Progress Narrative [BRAG]
<b>1.1 Reduce waiting times for autism diagnostic assessments</b>					
<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  Monitored by provider analysis of service data	Sept 2022: 177 weeks  June 2023: 125 weeks  March 2024: 13 weeks	Capacity for autism diagnostic assessments has been increased. The longest wait for children in Warwickshire was 222 weeks at the end of April 2022 against a target of 204 weeks. To be noted that families waiting longer than the target time have chosen appointments outside of the target waiting time or are yet to respond to correspondence. The next family on the list who has not yet had any contact has waited 202 weeks, within the target timeframe.  Exceeded planned assessments in April 2022.  Referrals continue to be higher than expected and exceeding modelled capacity.

					<p>Procurement discussions have commenced with 10 interested providers following the market engagement process. Governance processes are under way to ensure providers meet the required quality and clinical standards. Additional capacity expected to come online from June 2022, a slight delay to the original plan, but we hope to identify additional capacity during June/July to cover any shortfall in May.</p> <p>Recruitment to most posts has been successful, nearly all the posts are recruited or are in the process of. This has resulted in some internal staff movement leaving further gaps in recruitment as well as maternity leave and resignations. The biggest risk currently is the 8a psychology posts as these are key to the diagnostic capacity; these posts have been out to advert 3 times with no applicants.</p> <p><b>Next Steps:</b> Continue contracting activity and recruit to posts.</p>
<p>1.1.2 Pilot and evaluate a differentiated model of assessment to enable 'straightforward' presentations to be diagnosed outside of the specialist neurodevelopmental service.</p>	<p>Bie Grobet Existing resources</p>	<p>Local area has evidence of effectiveness of different models.</p>	<p>Referrals from mental health service, paediatrics and educational psychology to the specialist neurodevelopmental service for a diagnostic assessment reduce by 10%, allowing autistic CYP to be assessed by a wider range of professionals</p> <p>Monitored by provider analysis of service data</p>	<p>December 2022</p>	<p>Two approaches being pursued:</p> <ol style="list-style-type: none"> <li>1. Internal CWPT neurodevelopmental model</li> <li>2. NHSEI-funded small-scale pilot to test external CYP assessment by a wider range of professionals</li> </ol> <p><b>1. CWPT Developments:</b> Development of an all-age neurodevelopmental model is in progress with discussions taking place with adult and children's mental health services. This will help to reduce the number of referrals into the specialist neurodevelopmental team and support the achievement of the business case. Discussions between directorates have already been held and two workshops have been arranged.</p> <p><b>2. NHSEI Project:</b> Pilot commenced in April 2022 to pilot and evaluate a new model of assessment to enable 'straightforward' presentations to be diagnosed outside of the specialist neurodevelopmental service. Referrals have been baselined (target to reduce by 10% by December</p>

					2022).  Initial review meeting (16/05) noted progress from SALT and WCC/CCC Education Psychology and Specialist Teacher teams. Work is progressing and providing a comprehensive insight into 'straightforward' and 'complex' criteria. Evaluation criteria has been developed including data capture that will provide evidence of impact.
		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.		Early feedback from autistic CYP and professionals via the NHSEI project indicates that support is welcomed. Further review meetings will focus on feedback and impact and will be captured in full in the final evaluation planned for November 2022.

## 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.  A conference is delivered for 300 families (to repeat the successful Together with Autism conference in January 2020).	Increase in number of families and professionals reporting they have accessed useful information and advice in relation to autism diagnosis and support.  Monitored via range of mechanisms including conference feedback and volume of traffic to online portal	December 2022	Online information portal development is in two phases. Phase one delivering an e-booklet housed on the Dimensions site with links from all stakeholder websites directing to the information.  Slight delay to the booklet production due to timeframes and no. of stakeholders involved in the process, but a new timeframe has been agreed resulting in the publication by the end of June 2022.  Phase two has commenced to fully develop the online portal.  Together with Autism Conference held 02/04/22. Feedback from conference is shaping the self-help Further conferences planned for 10/09/22 at Whitley Academy, Coventry and 19/11 at North Warwickshire College.  System communications plan in progress that supports pre and post assessment and diagnostic support
--	---	--	--	---------------	--

					available. System leads meet weekly to ensure an agreed strategic approach and swift implementation.
			Increase in knowledge and understanding of the self-help offer from conference attendees, monitored through conference feedback	May 2022	<p>Good attendance at Together with Autism Conference in April (over 250 people). Feedback is being used to inform service improvements and a further conference is planned later in the year. Comments include:</p> <ul style="list-style-type: none"> <li>• "So many inspiring speakers and presentations, wonderful and uplifting - thank you!"</li> <li>• "My husband and I were able to come somewhere where we could assess help at the beginning of our journey as parents in supporting our son. It was really encouraging to hear testimonials of children managing their autism and how they can still succeed".</li> <li>• "Discovering all the help out there that I didn't realise".</li> <li>• "Knowing you're not alone".</li> <li>• "It was all fantastic inspiring and so informative."</li> <li>• "The talks were great, but it was also great to chat with stall holders and other parents and to know that you are not alone".</li> </ul>
<p>1.2.2 Recommission the all-age community support service for neurodivergent individuals to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- provide an advice and navigation function for individuals seeking an assessment, those diagnosed with autism and their families</li> <li>- provide low and medium level support pre and post diagnosis for young people</li> </ul>	<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>	Increase in parents, carers and autistic individuals reporting improved pre and post assessment and diagnostic support, identified via a range of feedback mechanisms.	<p>October 2022</p> <p>Evaluation by June 2023</p>	<p>All work on track to be delivered.</p> <p>Approval to proceed to full tender for the all-age community support services going to WCC Cabinet 16/06/22.</p> <p>Market event to be held (June 2022) to encourage a collaborative partnership approach to deliver the services.</p>
			Increase in the percentage of individuals surveyed who accessed support while awaiting an assessment from a baseline of 52.9% to 70%.	December 2022	
			Decrease in the	December	

and families			percentage of professionals surveyed who are not aware of an autism pathway from 27% to 15%. Monitored via staff surveys.	2022	
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.	Marie Rooney  Existing resources i.e., Specialist Teaching Service, Educational Psychology.	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 a diagnosis is required to access adjustments in education from a baseline of 85% (survey to be repeated December 2022), with the result that CYP in education can more easily have adjustments made in education settings	September 2022	<p>Coproduction sessions with parent carers and CYP are being held and a stepped approach has been designed.</p> <p>There has been consultation with CYP and the 'students voice' on what would be the ideal from the school's perspective also.</p> <p>The Emotional Based School Avoidance (EBSA) project (part of the SEND and Inclusion Change Programme) will include planning of a trial to test out new approaches.</p> <p><b>Next Steps:</b> Carry out trial of new approaches.</p>
			Feedback from CYP, parents and professionals on how the education-led stepped approach has improved their outcomes.  Monitored via range of mechanisms including staff surveys and service user feedback	March 2023	<i>Not due yet</i>

<p>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>	<p>Natasha Lloyd-Lucas</p> <p>Existing resources</p> <p>Council for Disabled Children (CDC) support</p>	<p>Gaps in specialist support for communication and sensory needs are understood to inform joint commissioning intentions and resource allocation.</p> <p>Proposals are co-produced for speech and language therapy and OT services.</p>	<p>Individuals awaiting an assessment or following a diagnosis report that they have accessed support with communication and sensory needs (via survey December 2022).</p>	<p>August 2022</p>	<p>In conjunction with WCC and Warwickshire SEND Steering Group, an Action Plan has been developed against which progress is being monitored.</p> <p>A questionnaire template has been circulated to a range of stakeholders to better understand the SALT support and provision that is being provided by different services. Findings were collated and the findings are being looked at by the Steering Group and relevant partners. Early dialogue on OT work has started and will be progressed over coming months.</p> <p><b>Next Steps:</b> The co-production of a Communication Plan so the system can keep parents, carers and families informed of work that is going on. This will be co-produced with the Parent Carer Forum and other relevant groups. This work also links in with and supports Area 2 work.</p>
<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</p> <p>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 individuals, with the result that more autistic CYP are identified and receive support.</p> <p>(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>Autistic CYP and adults</p>	<p>March 2022</p>	<p>Slight delay. The template for the audit is currently being updated - PMO are supporting us to complete this. Staff informed regarding the skills audit and Service Managers have plans to support all the staff time to complete</p> <p>There will be a month allowed for staff to complete and aim to have the final benchmark of the skills/competencies and knowledge – including Neurodivergent children and young people presentations with Mental Health teams during June.</p> <p>Completed bespoke research with core teams to understand current caseload needs and feelings of staff regarding clinical interventions for our CYP with neurodivergent needs. Shows MH clinicians have identified confidence in adapting MH interventions to support the needs as a theme. It also identified that length of episode of care is longer with neurodivergent CYP and this may have impact on the flow of CYP MH care with reasonable adjustments made. Bespoke S&amp;Q meeting (17 May) in the RISE leadership team where Lead psychologist fed back results.</p>

			who experience poor mental health and wellbeing can access support that is adjusted to meet their needs to prevent their needs escalating. To 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.		<b>Next Steps:</b> Complete skills audit in Rise CYP and mental health staff.
		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.		March 2023	
		Neurodevelopmental liaison roles are in place and working with MH practitioners to identify and support autistic people.		September 2022	On track – no concerns
		Autistic individuals and those with lived experience of autism are employed as peer mentors within CWPT.	To audit the impact of access to services at an Early Help level aided by the Dimensions tool.	September 2022	On track – no concerns
		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.			
	Review staff groups and evaluate training programs.				

		To evaluate the usage of the dimensions tool to promote accessibility to MH services at Early help level (PMHT and MHST).			
--	--	---	--	--	--



## 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 [What will change]	Impact measures [KPIs/targets]	Completion date	Progress (BRAG)
----------------------	------------------	--	--------------------------------	-----------------	-----------------

### 2.1 Strengthen relationships with parents and carers

#### *I statement for Parent Carers "I feel understood, involved, valued and respected"*

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)	Over 100 (over 50%) SEND staff have attended Restorative Practice training to date and the SEND leadership team attended Leading Restoratively training in March 2022. Master classes are planned in July 2022 for Team Leaders to help embed the Restorative Approach. Training is also being provided to schools and health professionals. Positive feedback has been received from staff so far.
	Existing resources		100% of CYP and their families surveyed have a more positive experience working with WCC officers.	June 2023 (interim milestones in July 2022, December 2022)	
	Council for Disabled Children (CDC) support	Contact (charity supporting families with disabled children)	Plan to strengthen disagreement resolution is	20% reduction in the number of tribunals registered.	September 2022 (baseline in March 2022)
	Sam Craven				
	Existing				Tribunal Project started and baseline established (123 appeals and 231 mediations since 2021). Engagement held with parent carers to inform shaping of the project and engagement plan. Annual Reviews project

	resources SEND & Inclusion Change Programme Phase 2	implemented, including establishing a baseline.			has also started and should have a positive impact on the number of appeals. Amber status as business case to be produced in May 2022. Work is underway to improve the response to complaints and strengthen communications, including revising SENDAR letters, and telephoning families to discuss the outcome of High Needs Panels. These measures should help influence the number of tribunals.
			Families report they are more understood, involved, valued and respected.	December 2022 (interim milestone in July 2022)	Feedback from families being captured via live feedback form (launched 4th April 2022) which will replace the Quality Assessment Framework survey. Live feedback form is being promoted through social media, Local offer homepage, development of mini-animation and team meetings. It will also be included on communications and embedded in processes.  WPCV 'Big Survey' carried out Jan-March 2022 to also provide baseline information.
	Sam Craven Existing resources	Mechanism in place to capture the learning from engagement with the Community and Voluntary Sector (CVS).	80% of SEND staff report an increased understanding of 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)	Closer links established with community groups, and feedback captured on SEND staff's understanding of what life is like for families at Staff CPD day in March (176 staff attended). <a href="#">You said We Did'</a> report published on local offer webpages.
Sam Craven Existing resources	Process to capture learning from complaints and feedback is in place.	20% reduction in complaints.	December 2022 (interim milestone in July 2022)	Workshops on complaints held including WPCV and SENDIAS, to review processes and identify areas for improvement. Baseline established (100 complaints in 2021/22). Work is underway to improve the response to complaints and strengthen communications, including revising SENDAR letters, managing complaints, improving customer relations training and calling families to discuss the outcome of High Needs Panels. These measures should help influence the number of complaints.	
		'You said, we listened' & 'You said, we did' in response to learning from feedback.	February 2022 (plus milestones in July 2022, December 2022)	' <a href="#">You said we listened</a> ' and ' <a href="#">You said We Did</a> ' reports published on local offer webpages. Feedback is considered by the Area 2 working group, Round Table meetings and Coproduction and Engagement Hub.	

## 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	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)	Communication Strategy and Action Plan signed off by Steering Group 11 <sup>th</sup> March 2022 which includes Health, Education, Social Care and WPCV. External communication is discussed at the Steering Group and Change Hub (both attended by WPCV). Communication methods are outlined in a Themed Planner e.g., newsletter articles, local offer, webinars, events.
		Communications approach in place, to include surveys, engagement programme.	100% increase in communication and engagement activities achieved with CYP and their families (measured through webinars, social media etc.).	February 2022	Significant increase in communication and engagement activities including: <ol style="list-style-type: none"> <li>1. Launch of a new look parent Monthly SEND Newsletter in November 2021 – 1564 subscribers to date.</li> <li>2. Monthly parent carer webinars (8 held to date). 470 parents signed up to the webinars to attend or receive more information.</li> <li>3. Creating a Local Offer Facebook page so we can communicate more effectively with parent carers and young people. In two months, we reached 17,000 people with the content issued. There are 682 followers to the page to date.</li> <li>4. Regular updates to schools in Heads Up newsletters (around 2000 views per week).</li> <li>5. Briefings to SENCOs at network meetings.</li> <li>6. Regular news releases e.g., <a href="https://www.warwickshire.gov.uk/news/article/2860/new-pilot-set-to-improve-outcomes-for-children-with-special-educational-needs-in-warwickshire">https://www.warwickshire.gov.uk/news/article/2860/new-pilot-set-to-improve-outcomes-for-children-with-special-educational-needs-in-warwickshire</a></li> </ol> <p>A survey was carried out in November-December 2021 to better understand the communication needs of families. This provided a baseline and identified areas for improvement.</p>
					100% of CYP and their families surveyed report communication is good or better
		Communication in place with schools around SEND.	A minimum of 80% of mainstream schools understand	May 2022	Communication in place with schools on SEND, including meetings with SENCOs, briefings and focus groups with Head Teachers and surveys. Feedback indicates there is currently a wide variation in the current

			the range of services and how to support families.		understanding of the range of services and how to support families, with an average level of 6 out of 10.
			80% of parent carers are confident that schools understand the range of services and support for families.	September 2022	Average confidence level of 63.5% in the Rugby Inclusion Framework for Schools trial (April 2022). Via the live feedback form 69% of families confident that schools & settings understand what resources and support are available for families with SEND (April 2022).
		System for capturing live feedback in place.	100% families consider they are heard and services are better informed by feedback.	September 2022	Live feedback form will capture feedback from families.  Currently the Live Feedback reports that 85% of people don't feel heard and understood (39 responses). 79% of people don't feel valued and respected (40 responses).

## 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 Bhangal, Sam Craven  Council for Disabled Children  Contact	Co-production and Engagement Hub in place to enable engagement with parents, carers, CYP, senior leaders and officers.	100% of WPCV and WCC reps surveyed report that the Co-production and Engagement Hub has increased strategic coproduction with parents.	April 2022 (milestones to review in July 2022, December 2022)	<ul style="list-style-type: none"> <li>Coproduction and Engagement Hub with parent carers set up in December 2021. Meets fortnightly and receives updates on projects and proposed changes (26 areas considered as at May 2022). A parent panel is also in place, involving 32 parent carers. Evaluation is underway (feedback to date is below).</li> <li>"Participating in the Coproduction and Engagement hub has been extremely informative and useful. It is a great way for parent carers to feel informed and to be involved in new and ongoing developments from their very early stages. Parent carers are always treated with the utmost respect and courtesy by officers who work really hard to keep us informed and involved. We also see how the views of parent carers are taken seriously and acted upon. It is a fabulous opportunity."</li> <li>"It's really helpful to have a designated slot in diaries rather than having to constantly be juggling diaries to try and find parent carers to meet with officers. The idea has also been shared with other forums who are looking to try and implement similar."</li> <li>"I think it has been a great place to start in terms of keeping us informed of what is going on but it's too early to say how much</li> </ul>
--	---	--	--	---	---

					<p><i>impact it's having. I still feel it is a lot of "this is what we are doing what do you think" rather than parent carers being involved from the beginning which would be a much better model of coproduction."</i></p> <ul style="list-style-type: none"> <li><i>"Being involved in coproduction helps me as a parent feel like my views count for a change. Even if things don't change a huge amount, at least they are listening to what I have to say. Otherwise, I feel like my views are irrelevant to the process."</i></li> <li><i>"It's really helpful to hear and see what is happening to try to change things for the better. Everyone has been professional and prepared to answer questions we have had".</i></li> </ul>
		Increased level of oversight, co-production and influence of WPCV and CYP in decision making.	100% of WPCV and CYP surveyed 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	WPCV have developed a meeting feedback form to help illustrate influence on projects. A log of influence is being maintained and feedback captured.
		A platform to capture the voice of children and young people is in place.	100% of CYP surveyed report they are engaged and listened to (space is created, voice is enabled, audience is provided, and influence is demonstrated).	May 2022	Children and Young people's forum for SEND developed (May 2022) to ensure that young people have influence. The forum meets on the third Thursday of each month to establish a set of shared priorities and respond to the LA's areas of work. Warwickshire Youth Conference held on 21st April; 75 young people attended in total including CYP with SEND and included a quiet room and support for CYP with SEND. Feedback captured and a 'You Said We Did' log is being maintained. Feedback from a young person on engagement to date: <i>"During the inspection there were all these meetings for inspectors to speak to parents, but the opportunities for young people were non-existent. We have come a long way already; it's a lot better."</i>
		Co-production strategy developed and training in place.	100% of SEND and Inclusion Staff attend co-production training (c.250).	September 2022 (interim milestone July 2022)	Coproduction training – two sessions held at staff conferences with nearly 200 staff attending; positive feedback received. Proposal provided by Contact for further training on coproduction and inclusion in Early Years DfE funded project – workshops to be arranged with senior leaders, staff and parent carers.

			100% of attendees report increased awareness, understanding and application of Co-production Strategy and approaches.		
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.	100% of recruitment activities have involved CYP or parent carers (where appropriate).	December 2022 (interim milestone July 2022)	WPCV have supported two recruitment exercises and been involved in decision making. A young person with SEND has also been part of a recruitment exercise (at May 2022). A proposal for remuneration of parent carers has been drafted and shared with the SEND Steering Group.
			100% of CYP and parent carers surveyed report they felt listened to, involved in decision making and satisfied 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.	100% of commissioning activities have involved CYP or parent carers (where appropriate).	December 2022 (interim milestone July 2022)	WCC Strategy & Commissioning Team launched a tender to support Co-production and Engagement. WCC/WPCV and CYP to commission parent and young person inspector training initially for WPCV and young people's forum.
			100% of CYP and parent carers surveyed report 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 [what will change]	Impact measures [KPIs/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 statement for children and young people "People know my needs and I know I am in the right school for me"*

<p>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).</p> <p><i>Notes:</i> Any reference to 'Consortia' includes Primary and Secondary area networks.</p> <p>'Inclusion Framework' refers to the new model of inclusion being developed in the Rugby trial.</p> <p>'Inclusion Charter' refers to an agreement with schools outlining the vision and principles for inclusion.</p>	<p>Matt Biggs, Darren Barrow</p> <p>Existing resources</p>	<p>Terms of Reference for Inclusive Schools Consortia Working Group in place and roles and responsibilities of Change Agents/ Champions agreed.</p>	<p>100% consortia/ network chairs sign off on Terms of Reference to support inclusion in mainstream schools for CYP with SEND.</p>	<p>March 2022</p>	<p>Complete. 100% of all school consortia signed up and roles and responsibilities of Change Agents/Champions agreed.</p> <p>Terms of Reference amended to include maintained Nurseries and onsite PVI's. Change Agents wanted to also include Hubs of good inclusive practice to draw on in different regions.</p>
	<p>Tracey Underwood</p> <p>SEND &amp; Inclusion Change Programme</p>	<p>Inclusion Framework for schools trial started in the Rugby area.</p>	<p>100% of schools in the trial signed up and needs identified through peer-to-peer audits.</p>	<p>March 2022</p>	<p>Complete. All 17 schools in the Inclusion Framework trial signed up (Memorandum of Understanding signed). All schools have completed peer to peer audits to identify needs and findings from the audits are being discussed in solutions circles.</p>
	<p>Darren Barrow</p> <p>SEND &amp; Inclusion Change Programme</p>	<p>Whole school SEND audit carried out.</p>	<p>100% of participating schools have a baseline report from SEND Audit.</p>	<p>July 2022 (baseline)</p> <p>March 2023 (final review)</p>	<p>100% of schools in the trial have a baseline SEND audit report.</p>
			<p>Increase in participating schools recording 80% improvement against</p>	<p>March 2023</p>	<p>Not due yet</p>

			judgement on previous year.		
	Matt Biggs Existing resources SEND & Inclusion Change Programme	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.	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).	March 2022 (baseline).  October 2022 and March 2023 (follow up engagement)	Parental confidence level of 63% in the Inclusion Framework trial (on average).  Planning for review in October 2022.
	Darren Barrow Existing resources	Change Agents identified with delegated responsibility to appoint Change Champions (in collaboration with Area 4).	SEND Change Agents in place in schools. Communication with 100% of schools with named SEND Change Champions.	March 2022	100% of school consortia are signed up and Change Agents and Change Champions are in place. Initial meetings have been held with Change Agents and Change Champions and Terms of Reference agreed.
	Darren Barrow, Debbie Hibberd School Improvement Team	Development and promotion of an Inclusion Charter to Warwickshire's Family of schools via events and briefings (in collaboration with Area 4).	100% of schools receive the Inclusion Charter.	May 2022	Work has started with Change Agents and Change Champions to develop an Inclusion Charter. We are looking to use the four cornerstones as the basis for the Inclusion Charter and elaborate more on these to identify what each one looks like in practice in Warwickshire. An event is planned on 1 <sup>st</sup> July for change agents and champions to discuss the charter and co-produce with the authors of the four cornerstones and reps from Warwickshire Parent Carer Voice. It is the aim for change champions to also seek opinions from parent carers at their schools as to what can be included, as well as promoting the established WPCV.
	Darren Barrow, Tracey Underwood SEND & Inclusion Change Programme	Implementation plan for rollout of Inclusion Framework across Warwickshire following the Rugby trial agreed with Change Agents/ Champions	100% of Change Agents/Champions agree with the implementation plan for the Inclusion Framework.	April 2023	Between now and December 2022 the rollout of the Inclusion Framework approach across Warwickshire will be developed. This work will also need to link with the EBSA project which is supporting the education stepped approach on the neurodevelopmental pathway.

### 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).	Darren Barrow  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	100% of school consortia signed up. Change Agents and Change Champions are in place.
		Re-survey of CYP and their families carried out.	80% improvement in satisfaction of CYP and their families.	March 2023	<i>Not due yet.</i>
		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)	<i>Not due yet.</i>
	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	The categorisation proforma for schools has been amended to include specific reference to SEND and SEND audits under 'quality of teaching'.  Reports from SEND audits from the Inclusion Framework trial will be used to inform the SEN section in action plans, and the approach shared with the champions for the schools not involved in the trial to share learning.
			Evaluation of categorisation process with 100% of trial schools carried out.	December 2022	<i>Not due yet.</i>
			100% Consortia chairs are in agreement with the categorisation allocated to schools to support inclusion in mainstream schools for CYP with SEND.	May 2023	<i>Not due yet.</i>

## Area 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

**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 we take	Lead & Resources	Evidence of success	Impact measures [KPIs/targets]	Completion date	Progress (BRAG)
<b>4.1 Increase knowledge and confidence of primary and secondary school staff in meeting the needs of CYP with SEND</b>					
<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 to support inclusion in mainstream schools for CYP with SEND.	March 2022	Complete. Memorandum of Understanding signed by schools in the Inclusion Framework for Schools trial (Rugby). Terms of Reference Agreed for the Working Group for Areas 3 and 4.
	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	Feedback from SENCOs showed confidence level around 6 out of 10 (March 2022).  Rugby trial (17 schools surveyed) in March-April 2022 – 67% confidence level (on average).  Survey to all schools (111 responded) in April 2022.
	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	Rugby trial baseline - 64%  WPCV survey (Jan-March) will provide further information on views of parent carers.

	Marie Rooney	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 to improve understanding of meeting needs of CYP with SEND.	From April 2022 (start date)	Lost at Schools (Collaborative and Proactive Solutions) trial with Dr Ross Greene commenced May 2022.  Further training as part of the Inclusion Framework for School trial (Rugby) being developed.
	SEND & Inclusion Change Programme		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	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	Session delivered 12 <sup>th</sup> May 2022.  A further specific session to be delivered including an updated on SEND Audits in 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	Categorisation process in place to detail the % CYP with EHCP in schools/ academies.	Trial categorisation process with 50% of Rugby trial schools to support inclusion in mainstream schools for CYP with SEND.	July 2022	Categorisation process to include a section on SEND.
	Existing resources		Evaluation of categorisation process with 100% of trial schools.	December 2022	Not due yet

			% increase in CYP with EHCP in schools/academies to be in line or above statistical neighbours.	May 2023	%CYP with EHCP in mainstream schools (at January 2022): 32.9% Warwickshire 33.2% West Midlands 41.1% national average. 41.4% Stat Neighbours (4868 CYP with EHCPs in total in Warwickshire)
	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 (interim milestones in July 2022, December 2022)	Not due yet.  Start co-producing action plan with schools, and link to Autumn Head Teacher conference.

## 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 [KPIs/targets]	Completion date	Progress (BRAG)
<b>5.1 Ensure the quality of the online local offer is fit for purpose</b>					
<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)	Complete. New local offer webpages developed with parent carers, young people and professionals and launched 13 <sup>th</sup> October 2021.  51% increase in visitors to local offer webpages - 2654 visits post launch (November 2021) compared with 1753 visits pre-launch (September 2021).
			Decrease in % of visitors who leave the landing page without progressing further	February 2022	Complete. 37% of visitors leave the landing page without progressing further at Mar-Apr 2022 (compared with 41% in 2021).
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)	51% increase in visitors to local offer webpages in November 2021. Promotion of new local offer webpages social media, WCC newsletters, email signatures, media releases, WCC news stories, communications shared with partners, promotion via SENDIAS and WPCV, Heads Up newsletter to schools, head teachers conference and presentations to schools.  Mar-Apr 2022 saw 2129 total page views for the local offer which is higher than the average total page views for the local offer. <i>NB next milestone for reporting is July 2022</i>  Landing page has been improved with feedback from WPCV, including an explanation of the local offer, promotion of SENDIAS, a live feedback form and a link to the Dimensions website.

	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)	64% of feedback on landing page is positive to date (7 out of 11 comments). NB most comments are about services rather than the Local Offer website itself. Positive comments on the website include the inclusion of the SEND Search facility, and interest in the inspection and the positive work being promoted around it. Improvements to the landing page with feedback from WPCV and SENDIAS, resulting in a reduced 'bounce rate'.  Reachdeck accessibility tool has been added to the local offer webpages and promoted on the Local Offer Facebook page.
	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)	Presentations on the local offer have been provided to various stakeholder groups. Further training for professionals provided in April 2022 and <a href="#">parent carer webinar</a> on 27 <sup>th</sup> April.  Warwickshire SEND local offer Facebook site launched on 17 <sup>th</sup> February 2022 includes promotion of the local offer webpages. In the first two months we reached 17,000 people with the content issued. There are 682 followers to the page to date.  All webinar recordings and resources are now listed in the ' <a href="#">Get involved – have your say</a> ' section.  Feedback from children, young people, parent carers and professionals on using the local offer to be captured.
	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	As above - March 2022 continued to see above average usage of the local offer with 69 average daily views.
		Increased understanding of local offer by CYP, parent carers and professionals (through focus groups).	June 2022	<a href="#">Parent carer webinar</a> on 27 <sup>th</sup> April 12.30 on SEND local offer.  Focus Groups to be held in June/July 2022 to capture feedback from CYP and families.
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 displaying posters/QR codes.	April 2022	Posters and leaflets designed to display at schools, Children and Family Centre's and GPs. Updates provided to GPs on 21st April (Warwickshire North) and 28th April (GP conference).  Posters and leaflets have been distributed to schools electronically, GPs via post, and Children and Family Centres, Libraries and other community locations via Family Information Service outreach team.	

			50% of families and professionals contacting the helpline report they accessed useful information from flyers.		Further promotion of local offer to professionals, schools, GPs, and parent carers, and capturing of feedback.  SENCO presentation on 6th June followed by Eventbrite bookable sessions.
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)	Feedback form included on local offer webpages; positive feedback provided to date.  7 out of 11 comments now positive: a support worker rated the website a score of 3, which is excellent with the comment about parent and school support: "great information and helped my understanding"  5 more responses covering April/May 2022 – 8 out of 16 comments positive in total. 'Did you find what you were looking for?' 4 x Yes/Partly; 2 x No.  Website – "excellent" - anon "Reachdeck has been incredibly useful in supporting our Ukrainian visitors" – support worker.  Feedback from youth conference: "Young people spoken with were thoughtful and discriminating when asked where they would go for advice and support; they would not use general social media sites or Google as "you don't know where the information is coming from". Young people's preference was to speak with a support worker or teacher at their educational setting and/or speak with family and friends"  Feedback from parent/carer webinar: "It was extremely useful to get this understanding of the background and how to use the local offer."
		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	New Warwickshire SEND local offer Facebook site launched on 17 <sup>th</sup> February 2022 and in the first two months we reached 17,000 people with the content issued. There are 682 followers to the page to date. The Facebook site includes promotion of the local offer webpages.  All webinar recordings and resources are now listed in the ' <a href="#">Get involved – have your say</a> ' section.

					Resource in place to maintain webpages. Contact points established in each service to link with and ensure the local offer is kept up to date. A Microsoft form is being developed to aid this.
		Ongoing co-production groups for young people, parent carers and professionals in place.	100% of young people, parent carers and professionals surveyed feel listened to, involved in decision making and satisfied with the process.	May 2022, December 2022	No further update at this point.



# Section 8 - Local Area

## Monitoring Arrangements

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

### Monthly

<b>KPI's</b>	Discussions and challenge held at Education & SEND Senior Management Team and CCG SMT meetings
--------------	--

### 6-weekly

<b>WSoA interim reports on Progress</b>	Targeted WSoA updates to SEND and Inclusion Steering Group (exception reporting of issues)
---	--

### Quarterly

<b>WSoA formal reports on progress of actions within plan</b>	Full WSoA update to SEND and Inclusion Board, SEND Member Panel, NHSE and DfE
---	---

### 6-monthly

<b>Political oversight of WSoA</b>	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 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
<b>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</b>		
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
Senior Transformation Manager	Heather Kelly	CWCCG
Head of SEND and Inclusion and Educational Entitlement	Marie Rooney	WCC
Senior Transformation Manager	Natasha Lloyd-Lucas	CWCCG
Designated Clinical Officer (DCO) and Consultant Paediatric Community Nurse	David Widdas	SWFT
Lead Commissioner (Family Wellbeing)	Rob Sabin	WCC
RISE Head of Service	Michelle Rudd	CWPT
<b>Area 2: The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level</b>		
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 Communications	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
<b>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.</b>		
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 Elliot	WPCV
Principal Educational Psychologist	Tracey Underwood	WCC
Project Manager	Mohammed Abrar	WCC

<b>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</b>		
Head of SEND and Inclusion and Educational Entitlement	Marie Rooney	WCC
Interim Head of Education	Chris Baird	WCC
Service Manager for Early Help and Targeted Support Services	Marina Kitchen	WCC
SEND Business Change Lead (Written Statement of Action)	Kirsty Anderson	WCC
Head Teacher rep, SEND and Inclusion Change Programme	Matthew Bown	WCC
School Improvement Lead Commissioner, Education	Debbie Hibberd	WCC
School Sustainability Lead Officer	Darren Barrow	WCC
School Improvement Lead Commissioner	Margot Brown	WCC
Senior Educational Psychologist	Tracey Underwood	WCC
Project Manager	Amy Danahay	CWCCG
Delivery Lead - Marketing and Communications	Lisa Mowe	WCC
Head Teachers/School Representatives	Julie Miles, Gill Bowser, Jen James, Sam Godfrey, Nick Evans	Warwickshire schools
Associate Director of Workforce and OD	Mark Ratley	CWPT
Warwickshire Parent Carer Voice	Tricia Elliot	WPCV
Whole School SEND	Alison Parr, Dawn Cranshaw, Conrad Bourne	
<b>Area 5: The quality of the online local offer</b>		
Family Information Service (FIS) Operations Manager	Jo Rolls	WCC
Family Information Service (FIS) Officer	Linda Saw	WCC
Project Manager	Max Beesley	WCC
Manager EMTAS and SEND & Inclusion Change Programme Integrated Services Lead	Tammy Mason	WCC
Warwickshire Parent Carer Voice	Melissa Odling	WPCV

# Appendix 3 - Glossary

Abbreviation	Definition	Abbreviation	Definition
<b>AAG</b>	Area Analysis Group (schools)	<b>DMO</b>	Designated Medical Officer
<b>AATI</b>	Attachment and Trauma Informed	<b>DSG</b>	Dedicated Schools Grant
<b>ABP</b>	Area Behaviour Partnership	<b>DSL</b>	Designated Safeguarding Lead
<b>ACEs</b>	Adverse Childhood Experiences	<b>DSW</b>	Designated Social Worker
<b>ADHD</b>	Attention Deficit and Hyperactivity Disorder	<b>EDT</b>	Emergency Duty Team
<b>AEP</b>	Alternative Education Provision	<b>EET</b>	Education Entitlement Team
<b>ALDAAR</b>	Autism & Learning Disability Admission Avoidance Register	<b>EET</b>	Education Employment Team
<b>ALT</b>	Acute Liaison Team	<b>EHCP</b>	Education, Health and Care Plan
<b>AP</b>	Alternative Provision	<b>EHCna</b>	Education Health and Care needs assessment
<b>ASC</b>	Autistic Spectrum Condition	<b>EHE</b>	Elective Home Education
<b>ASD</b>	Autistic Spectrum Disorder	<b>EMTAS</b>	Ethnic Minorities and Traveler Achievement Service
<b>AQA</b>	Assessment and Qualification Alliance	<b>ENAS</b>	Extended Non-Attendance at School
<b>BSL</b>	British Sign Language	<b>EP</b>	Educational Psychologist
<b>CAMHS</b>	Child and Adolescent Mental Health Service	<b>EPS</b>	Educational Psychology Service
<b>CCG</b>	Clinical Commissioning Group	<b>EY</b>	Early Years
<b>CCN</b>	Community Children's Nursing	<b>EYFS</b>	Early Years Foundation Stage
<b>CETRs</b>	Care Education Treatment Reviews	<b>FAP</b>	Fair Access Protocol
<b>CHC</b>	Continuing Health Care	<b>FE</b>	Further Education
<b>CHSWG</b>	Children's Hearing Service Working Group	<b>FIS</b>	Family Information Service
<b>CIN</b>	Child in Need	<b>FLT</b>	Flex Learning Team
<b>CIN</b>	Communication and Interaction Needs	<b>FTE</b>	Full-Time Equivalent
<b>CLA</b>	Child(ren) Looked After	<b>GCSE</b>	General Certificate of Secondary Education
<b>CLDT</b>	Community Learning Disability Team	<b>GLD</b>	Good Level of Development
<b>CORC</b>	Child Outcomes Research Consortium	<b>GP</b>	General Practitioner
<b>COVID</b>	Coronavirus Disease	<b>GRT</b>	Gypsy Roma Traveller
<b>CQC</b>	Care Quality Commission	<b>HCP</b>	Healthy Child Programme
<b>CVS</b>	Community Voluntary Sector	<b>HELAC</b>	Health Looked After Children
<b>CWCCG</b>	Coventry & Warwickshire Clinical Commissioning Group	<b>HI</b>	Hearing Impairment
<b>CWD</b>	Children with Disabilities	<b>HV</b>	Health Visitor
<b>CWDT</b>	Children with Disabilities Team	<b>IPBS</b>	Intensive Positive Behaviour Support
<b>CWPT</b>	Coventry and Warwickshire Partnership Trust	<b>IDACI</b>	Income Deprivation Affecting Children Index
<b>CYP</b>	Children and Young People	<b>IDS</b>	Integrated Disability Service
<b>DCO</b>	Designated Clinical Officer	<b>IEP</b>	Individual Education Plan
<b>Dfe</b>	Department for Education	<b>IHCP</b>	Health Care Plan

<b>ILACS</b>	Inspection of Local Authority Children's Services	<b>RWM</b>	Reading, Writing and Maths
<b>ILEAP</b>	Inclusive Leisure Education Activity Project	<b>SDQ</b>	Strengths and Difficulties Questionnaire
<b>ISP</b>	Independent Specialist Provision	<b>SEF</b>	Self-Evaluation Framework
<b>IST</b>	Intensive Support Team	<b>SEMh</b>	Social, Emotional and Mental Health
<b>JSNA</b>	Joint Strategic Needs Assessment	<b>SEN</b>	Special Educational Needs
<b>KPI</b>	Key Performance Indicator(s)	<b>SEND</b>	Special Educational Needs and Disabilities
<b>KS</b>	Key Stage	<b>SENDAR</b>	SEND Assessment and Review Service
<b>LA</b>	Local Authority	<b>SENCO</b>	Special Educational Needs & Disabilities Coordinator
<b>LD</b>	Learning Disability	<b>SENDIAS</b>	SEND Information and Advice Service
<b>LGA</b>	Local Government Association	<b>SENS</b>	SEND Support
<b>LTP</b>	Local Transformation Plan	<b>SICP</b>	SEND and Inclusion Change Programme
<b>MASH</b>	Multi-Agency Safeguarding Hub	<b>SN</b>	School Nurse
<b>MEG</b>	Multi-Agency Panel (Health)	<b>SPA</b>	Single Point of Access
<b>NDTI</b>	National Development Team for Inclusion	<b>SRS</b>	Session Rating Scale
<b>NEET</b>	Not in Education, Employment or Training	<b>STS</b>	Specialist Teaching Service
<b>NHS</b>	National Health Service	<b>SWFT</b>	South Warwickshire Foundation Trust
<b>ORS</b>	Outcome Rating Scale	<b>TCP</b>	Transforming Care Partnership
<b>OT</b>	Occupational Therapy	<b>VCS</b>	Voluntary Community Services
<b>PACT</b>	Paediatric Autism Communication Therapy	<b>WCC</b>	Warwickshire County Council
<b>PCF</b>	Parent Carer Forum	<b>WinCKs</b>	Warwickshire Inclusion Kitemarking Scheme
<b>PEP</b>	Personal Education Plan	<b>WYJS</b>	Warwickshire Youth Justice Service
<b>PVI</b>	Private, Voluntary, and Independent	<b>YP</b>	Young Person
<b>QoL</b>	Quality of Life		