

# Warwickshire

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

**Update – September 2022**



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# Section 1 - Purpose of this Statement

Between 12 to 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 Integrated Care Board (ICB) 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 ICB 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.

# Section 2 - Vision and Priorities

Warwickshire County Council, the Integrated Care Board (ICB) 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 ICB and WPCV have formed a SEND and Inclusion Steering Group 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

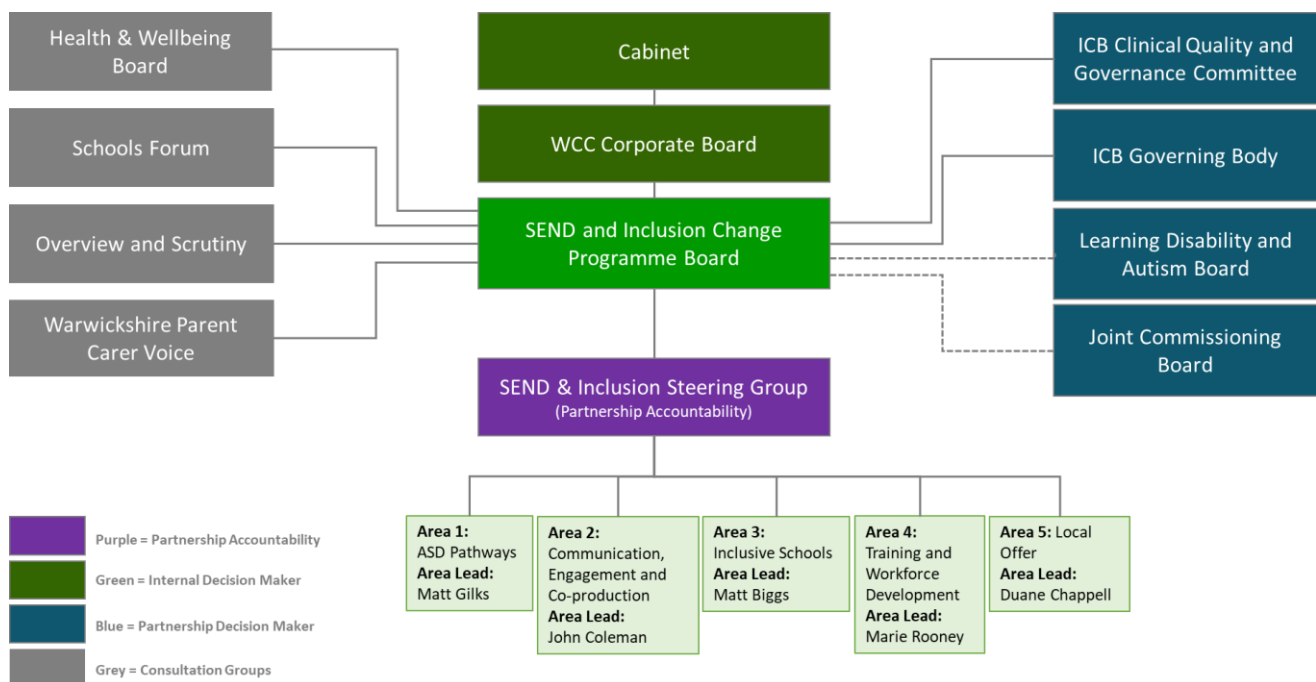
*For clarity, it should also be noted that the term 'CYP' refers to children, young people and young adults. CYP with SEND refers to children and young people with Special Educational Needs and/or Disabilities who are supported at either SEN Support or who have an Education Health Care Plan (EHCP). Further 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 ICB 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	14	19%
	On track, no concerns	37	51%
	On track, some concerns	11	15%
	No progress, major concerns	0	0
	Not due yet	10	14%

<b>Area 1:</b>  2 actions 7 sub actions 15 measures	Status	Quantity
	Completed	0
	On track, no concerns	5
	On track, some concerns	8
	No progress, major concerns	0
	Not due yet	2

<b>Area 2:</b>  3 actions 5 sub actions 21 measures	Status	Quantity
	Completed	4
	On track, no concerns	16
	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	1
	No progress, major concerns	0
	Not due yet	5

<b>Area 4:</b>  2 actions 2 sub actions 10 measures	Status	Quantity
	Completed	1
	On track, no concerns	6
	On track, some concerns	0
	No progress, major concerns	0
	Not due yet	3

<b>Area 5:</b>  1 actions 3 sub actions 12 measures	Status	Quantity
	Completed	5
	On track, no concerns	6
	On track, some concerns	1
	No progress, major concerns	0
	Not due yet	0

# 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, ICB 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		
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		
			6		
		7			
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, CWICB)

### 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	As of July 2022, the longest wait for a Warwickshire family was 195 weeks against a target of 198 weeks. Because of patient choice, one family was waiting longer than that (230 weeks) and the service is in regular contact with them. Pre-assessment packs have been sent to families waiting from 153 weeks or more.  The cumulative planned number of referrals for the 12-month period for Warwickshire Pre-school services is 312, the forecast based on the last 12 months is 541, which exceeds the modelled capacity by 73%.  The cumulative planned number of referrals for the 12-month period for Warwickshire School Age is 648, the

					<p>forecast based on the last 12 months is 1107, which exceeds the modelled capacity by nearly 70%.</p> <p>As of August:</p> <ul style="list-style-type: none"> <li>- 8 contracts have been issued to external Providers</li> <li>- Activity has commenced with 6 of the Providers</li> <li>- 2 more are commencing in September as per their availability</li> </ul> <p>Concerns noted as amber due to issues relating to increased referrals in Warwickshire services and the reported longest wait being off target. The increase in referrals is being investigated to understand the reasons behind it and to plan how the system responds.</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.	Bie Grobet  Existing resources	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%, allowing autistic CYP to be assessed by a wider range of professionals	December 2022	<p>On track, some concerns (A)</p> <ol style="list-style-type: none"> <li>1. On 16<sup>th</sup> June, CWPT led a system-wide workshop with Experts by Experience (EBEs) and System stakeholders across Coventry and Warwickshire. Collectively, services that support Neurodiversity will present their offers and CWPT will set out its vision for a Differential Diagnosis Model and a specialist community neurodevelopmental Team.</li> <li>2. Education Psychologists (EPs), Specialist Teacher Service (STS), Complex Communication Specialist Practitioners (CCSPs) and Speech and Language Therapy (SALT) have commenced a review of cases, defining straightforward and complex cases and working with CWPT to determine whether they can support the assessment and diagnosis process, improve the patient experience and reduce clinical time required. Commenced April 2022 and full evaluation planned for December 2022.</li> </ol>
		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.	Michelle Cresswell  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.	December 2022	<p>Online information portal development is in two phases:</p> <p>Phase one: COMPLETE Co-produced e-booklet developed and housed on the Dimensions site <a href="https://dimensions.covwarkpt.nhs.uk/News.aspx?NID=26">https://dimensions.covwarkpt.nhs.uk/News.aspx?NID=26</a></p> <p>Phase two: IN PROGRESS The development of an online information portal.</p> <ul style="list-style-type: none"> <li>• Scope and project plan complete</li> <li>• Milestones identified</li> <li>• Initial focused meetings held to refine next steps</li> <li>• Info and Advice Task and Finish Group meeting monthly for oversight and approvals</li> <li>• Go Live planned for 31/12/2022</li> <li>• Evaluation Jan-March 2023</li> </ul> <p>Following the initial 'Together with Autism' Conference on 02/04/22, two further conferences are planned and advertised:</p> <ul style="list-style-type: none"> <li>• 10/09/22 Whitley Academy, Coventry (postponed due to the passing of the Queen to 21/01/23)</li> <li>• 19/11/22 North Warwickshire College.</li> </ul> <p>A system communications plan in progress that supports the pre and post assessment and diagnostic support available. System leads meet bi-weekly to ensure an agreed strategic approach and swift implementation.</p>
			Monitored via range of mechanisms including conference feedback and volume of traffic to online portal	May 2022	
		Increase in knowledge and understanding of the self-help offer from conference attendees, monitored through conference			

			feedback		<ul style="list-style-type: none"> <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 and families</li> </ul>	<p>Michelle Cresswell</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>	<ul style="list-style-type: none"> <li>• Procurement timelines revised to a contract start date of mid-March 2023 following delays in confirming legal contracting requirements.</li> <li>• Comms support in place to ensure new service is promoted widely across Coventry &amp; Warwickshire.</li> <li>• Service specification approved by task and finish group and being updated following comments by Lead Commissioners.</li> <li>• Revised service start date following legal advice on time required to complete contracting elements.</li> </ul> <table border="1"> <thead> <tr> <th>Contract Start Date</th> <th>13<sup>th</sup> March 2022</th> </tr> </thead> <tbody> <tr> <td>Tender period</td> <td>4<sup>th</sup> Oct-14<sup>th</sup> Nov 2022</td> </tr> <tr> <td>Evaluation period</td> <td>14<sup>th</sup> Nov-12<sup>th</sup> Dec 2022</td> </tr> <tr> <td>Contract award report &amp; sign off</td> <td>19<sup>th</sup> -23<sup>rd</sup> Dec 2022</td> </tr> <tr> <td>Confirm award to suppliers</td> <td>12<sup>th</sup> Jan 2023</td> </tr> <tr> <td>Implementation period</td> <td>12<sup>th</sup> Jan-31<sup>st</sup> March 2023</td> </tr> </tbody> </table>	Contract Start Date	13 <sup>th</sup> March 2022	Tender period	4 <sup>th</sup> Oct-14 <sup>th</sup> Nov 2022	Evaluation period	14 <sup>th</sup> Nov-12 <sup>th</sup> Dec 2022	Contract award report & sign off	19 <sup>th</sup> -23 <sup>rd</sup> Dec 2022	Confirm award to suppliers	12 <sup>th</sup> Jan 2023	Implementation period	12 <sup>th</sup> Jan-31 <sup>st</sup> March 2023
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<p>Increase in % 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 % of professionals surveyed who are not aware of an autism pathway from 27% to 15%. Monitored via staff surveys.</p>	<p>December 2022</p>																
<p>1.2.3 Develop and implement an education-led stepped approach to access multi-agency support for neurodivergent children and</p>	<p>Marie Rooney</p> <p>Existing</p>	<p>An agreed and published stepped approach is in place with health, social care and education input</p>	<p>Reduction in the number of families and professionals who state that a diagnosis</p>	<p>September 2022</p>	<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</p>												

young people to enable access to adjustments and support in education pre assessment and post diagnosis.	resources i.e., Specialist Teaching Service, Educational Psychology.	for autistic children, young people and adults	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		voice' on what would be the ideal from the school's perspective also.  The stepped approach links to the Emotional Based School Avoidance (EBSA) project (part of the SEND and Inclusion Change Programme) which will include planning of a trial to test out new approaches. The EBSA team are linking with the team on the Mental Health Joint Strategic Needs Assessment to look at demand and with health and social care colleagues on how we can work together to address EBSA needs locally. A range of services are also involved in the project (Warwickshire Autism Service, Educational Psychology Service, Flexible Learning Team, Specialist Teaching Service, Children with Disabilities team, Occupational Therapy, Early Help) and Warwickshire Parent Carer Voice. Training for schools will be co-produced with partners.
			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>
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.	Natasha Lloyd-Lucas  Existing resources  Council for Disabled	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	August 2022	Engagement sessions have been completed. Speech, Language and Communication Needs (SLCN) webinar held on 19 <sup>th</sup> July led by project lead and SWFT SALT service lead with Warwickshire Parent Carer Voice and WCC. The webinar had two aims: i) to engage parents and carers and to give feedback on the current provision; and ii) to provide information on what is currently available and the professionals who deliver the

	Children (CDC) support	Proposals are co-produced for speech and language therapy and OT services.	2022).		different aspects of the service. A survey to accompany the session was sent out after the webinar (closed on 19 <sup>th</sup> September).  OT project plan is in progress of being developed along with the scope of an OT review.  <b>Next steps:</b> Development of initial findings, to be shared with the WSoA working group. There will also be the joining up of Coventry and Warwickshire SLCN reviews to develop system and place-based recommendations to be completed within Quarter 3.
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.	Michelle Rudd  Existing resources	Skills audit, competency framework and training plan developed.	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.  (Demonstrated by repeating skills audits in February 2022 and March 2023 to measure uptake of autism training and confidence in supporting autistic people.)	March 2022	The skills audit for CYP is now complete and the report has been reviewed. There was 61% clinician return which is a positive completion. The skills audit for CYP has considered training (both in house and formal) and the confidence of the clinician to deliver the skill.  The 4 key areas that are specific to the WSoA and support Neurodiversity are: 1. Assessment, 2. Neurodiverse history taking, 3. Screening for potential neurodiverse considerations during a MH contact, and 4. MH interventions adapted to a neurodiverse need.  <b>Next step:</b> The Rise leadership team will consider the findings and develop a training, skills and knowledge action plan based on recommendations. Upon agreeing specific training and/or skills upskilling relevant to the 4 Neuro fields we will have a timeline for rollout and compliance from staff. The skills audit for these particular areas will then be revisited at an agreed time frame to quantify the impact both in terms of training and staff confidence.
		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	Autistic CYP and adults who experience poor mental health and wellbeing can access support that is adjusted to meet their needs to prevent their	March 2023	<i>Not due yet</i>

		to consider staff experiences.	needs escalating. To be measured through the CORC accredited Routine Outcome Model used in the RISE service to		
		Neurodevelopmental liaison roles are in place and working with MH practitioners to identify and support autistic people.	monitor impact of change and service delivery (ORS and SRS). Specific case studies will be developed to	September 2022	<p>CYP Mental Health and Neuro Services continue to work together where a CYP within the MH umbrella of Rise services is identified as needing joint Neuro approach. The Dimensions Tool continues to be used to support the CYP MH practitioner's decision-making when a CYP is identified to have potential Neurodivergent needs.</p> <p>Neuro module on ESR continues to be available to CYP MH staff and further comms to go out in September to capture new starters in the Induction Programme.</p> <p>Analysis of the skills audit will inform MH staff training needs. The skills audit has considered external, internal and in-house learning. PMHT and MH in Schools Team continue to use the tool at parent consultation where a CYP is felt by the parent to need Neuro assessment.</p> <p>Rise CYP IAPT lead is leading on adapting CBT for anxiety for CYP with neurodivergent needs.</p>
		Autistic individuals and those with lived experience of autism are employed as peer mentors within CWPT.	demonstrate the experience of autistic CYP within the CORC model.	September 2022	
		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.	To audit the impact of access to services at an Early Help level aided by the Dimensions tool.		
		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)
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### 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 Hunt  Existing resources  Council for Disabled Children (CDC) support  Contact (charity)	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)	142 (75%) SEND staff have attended Restorative Practice training to date (September 2022).  The SEND leadership team attended two-day Leading Restoratively training in March 2022. Masterclasses are also being held for Team Leaders to help embed the Restorative Approach, with the first two-day immersive cohorts completed in July, the second in August and the third due in October 2022. Positive feedback has been received from staff on the training so far.  Training is also offered to schools and health professionals; 112 schools and settings received training to date.
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	supporting families with disabled children)		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)	<p>Positive feedback from families and young people includes:</p> <ul style="list-style-type: none"> <li>In June 2022 WPCV reported to the Pilot Ofsted/CQC Inspection that they are 'cautiously optimistic' that services are working towards making changes that are moving in the right direction.</li> <li>Parent carers have responded very positively to the parent carer webinars and are appreciative of the information and advice they have received. Comments include it was 'very informative' and 'very helpful'. Families were clear what to do next and had 'learnt so much', 'I wish I knew this information earlier' and it was 'reassuring and informative'.</li> <li>One young person reported 'We are getting there and making progress. Young people are getting more relaxed, growing in confidence and getting more involved'.</li> </ul>
	<p>Sam Craven</p> <p>Existing resources</p> <p>SEND &amp; Inclusion Change Programme Phase 2</p>	<p>Plan to strengthen disagreement resolution is implemented, including establishing a baseline.</p>	<p>20% reduction in the number of tribunals registered.</p>	<p>September 2022 (baseline in March 2022)</p>	<p>Baseline established: 123 appeals and 231 mediations in 2021 (Jan-Dec 2021). From Jan to Sept 2022, 84 appeals and 81 mediations were recorded. This is in the context of a 24% rise in requests for EHC needs assessments (901 Jan-Aug 2022 compared with 734 Jan-Aug 2021).</p> <p>Parent carers have been engaged in shaping the Disagreements Resolution Project and engagement plan, surveys and process mapping. Analysis of case histories has also been carried out.</p> <p>Work is underway to improve the response to complaints and strengthen communications and should support this area, including revising SENDAR letters (coproduced with WPCV, SENDIAS and WCC) and telephoning families to discuss the outcome of High Needs Panels. A SEND Resolution Officer in post was introduced in June 2022. A project on Annual Reviews should also have a positive impact on the number of appeals.</p> <p>These measures should help influence the number of tribunals, because issues are highlighted early, for example missing or lack of information and proposed plans being revised where previous information or intentions are not achievable. Evidence to date shows improvements to families' experience through dialogue.</p>
			<p>Families report they are more understood,</p>	<p>December 2022 (interim milestone in</p>	<p>Feedback from families is being captured via the live feedback form (launched in April 2022) and promoted via social media, local offer, mini-animation and team meetings. WPCV Big Survey in March 2022</p>

			involved, valued and respected.	July 2022)	also provides baseline information, with an overall satisfaction level of 46%. Evidence from the live feedback form shows improvements to date (based on 86 responses): <ul style="list-style-type: none"> <li>• <i>Heard and understood</i>: increase of those who agree from 6% to 35%</li> <li>• <i>Valued and respected</i>: increase of those who agree from 6% to 35%</li> <li>• <i>Involved</i>: increase in those who agree from 20% to 38%</li> <li>• <i>Desired outcomes</i>: increase in those who agree from 9% to 34%</li> </ul>
	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)	79% of staff report an increased understanding of what life is like for families with SEND (at SEND CPD day in July 2022).  Closer links have been established with community groups to capture learning. Relationships have been established with 11 organisations who are all interested in being part of a Community Voluntary Sector Forum, with the first meeting on 28 <sup>th</sup> September. This will enable a greater range of voices to be heard, by linking with support organisations that families are in touch with.  <b><u>'You said, we did' feedback.</u></b>
	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)	Baseline established: 100 complaints received in 2021 (Jan-Dec). 63 complaints received from January to July 2022.  Workshops on complaints held including WPCV and SENDIAS, to review processes and identify areas for improvement. Work is underway to improve the response to complaints and strengthen communication including revising SENDAR letters, conversations with families to improve relationships and use dialogue to help avoid escalation to complaints, customer relations training with SENDAR teams and the appointment of a new SEND Resolution Officer. Themes and patterns are being identified as learning from the discussions with families.  These measures should help influence the number of complaints. Evidence to date with six families shows examples of conversations to improve relationships and use dialogue to help avoid escalation to complaints, as well as drawing these and patterns as learning from the discussions.
			'You said, we listened' & 'You	February 2022 (plus	<b><u>'You said, we listened'</u></b> and <b><u>'You said, we did'</u></b> reports published on local offer webpages. <b><u>Updated You Said We Did</u></b> published on the Local

			said, we did' in response to learning from feedback.	milestones in July 2022, December 2022)	Offer webpages (September 2022). Feedback is considered by the Area 2 working group, Round Table meetings and Coproduction and Engagement Hub.
<b>2.2 Develop an effective approach to communication with parents and carers</b> <i>I statement for Parent Carers "I am given the information I need, when I need it in a format that I can understand"</i>					
2.2.1 Co-produce a Corporate Framework and agreed communications approach between WCC, ICB 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 key stakeholders on the SEND Steering Group (March 2022 and updated Sept 2022).  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	<b>Complete.</b> Significant increase in communication and engagement activities including: <ol style="list-style-type: none"> <li>1. Launch of a monthly SEND Newsletter in November 2021.</li> <li>2. Monthly parent carer webinars.</li> <li>3. New Local Offer Facebook page so we can communicate more effectively with parent carers and young people. 682 followers to the page to date.</li> <li>4. Updates to schools in weekly 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> Survey carried out in November-December 2021 to better understand the communication needs of families. This provided a baseline and identified areas for improvement.
			100% of CYP and their families surveyed report communication is good or better	April 2022	Positive feedback from increased communication including: <ul style="list-style-type: none"> <li>• "Thank-you, very helpful."</li> <li>• "As a SENCO, this has been a very useful webinar to help me disseminate information to my staff and parents and to signpost them to appropriate areas. It seems more user friendly."</li> </ul> Feedback from parents on engagement: "It's really helpful to hear and

					see what is happening to try to change things for the better".
		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	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 understanding of the range of services and how to support families, with an average level of 6 out of 10. More work is being done with schools to raise awareness and understanding.
			80% of parent carers are confident that schools understand the range of services and support for families.	September 2022	Average confidence level of 64% in the Rugby Inclusion Framework for Schools trial (April 2022).  Feedback via the live feedback form up to September 2022 shows parent carers' confidence about schools' awareness of resources and support has increased from 7% to 19% (strongly agree/agree). Local Offer briefings are being provided as part of Area 5, and further communications will be provided to strengthen awareness.
		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 is capturing feedback from families. By September 2022, more families reported they feel heard and understood (up from 6% to 35%), acknowledge a greater influence (up from 9% to 19% for parent carers and 4% to 19% for young people) and have greater optimism for the future (up from 13% to 22%).

## 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)	Coproduction and Engagement Hub with parent carers set up in December 2021. Meets fortnightly and receives updates on projects and proposed changes. A parent panel is also in place, involving 32 parent carers.  WPCV reported to the Pilot Ofsted Inspection in June-July 2022 that they are 'cautiously optimistic' that services are working towards making changes that are moving in the right direction, and 100% of those surveyed agreed that C&E Hub has increased strategic coproduction. Feedback includes: <ul style="list-style-type: none"> <li>"Very interesting to see, after a long hiatus, that the term co-production which came across as confusing and a burden to many professionals in the early days meetings I attended 18 months ago is now understood, accepted, invited and engaging to all those taking part. Absolutely so positive to see the difference that has been made in a relatively short space of time!"</li> </ul>
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					<ul style="list-style-type: none"> <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 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."</li> <li>• "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."</li> <li>• "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".</li> </ul>
		<p>Increased level of oversight, co-production and influence of WPCV and CYP in decision making.</p>	<p>100% of WPCV and CYP surveyed report increased levels of participation and influence in the development and implementation of projects.</p>	<p>April 2022</p>	<ul style="list-style-type: none"> <li>• WPCV have developed a meeting feedback form to help illustrate influence on projects. A log of influence is being maintained and feedback captured. 100% of those surveyed agreed that coproduction has increased.</li> </ul> <p>Areas Warwickshire Parent Carer Voice have been involved in include: -</p> <ul style="list-style-type: none"> <li>• Monthly meeting with SEND Change Programme to improve communication and create a forum for WPCV to have a greater influence in projects and decision making about methodology of engagement with Parent Carers.</li> <li>• WPCV met with Inspectors as part of the Pilot inspection.</li> <li>• C&amp;E Hub provides a space for parent carers to have a voice together with other parent carer reps.</li> </ul>

				<ul style="list-style-type: none"> <li>• Service Reviews (3 sessions)</li> <li>• Emotionally Based School Attendance</li> <li>• Transitions Guidance</li> <li>• Transport Project</li> <li>• Each area of the WSOA</li> <li>• Appeals &amp; Tribunals Project</li> <li>• Preparation for the retendering of SENDIAS</li> <li>• Involved in developing the plans for training on complaints</li> <li>• Planning and delivering coproduction sessions with Contact and as a follow up, to develop a School Inclusion Charter and consistent approach to Coproduction through the introduction of the Four Cornerstones.</li> <li>• Early Years Coproduction Pilot</li> <li>• Rewriting the SENDAR letters</li> <li>• Work to update the Partnership Agreement</li> <li>• Local Offer Event as a parallel session to the YP – MR attended as a Senior Leader and joined the parent carers in this session. Meeting with the Web Team to explore scope for influencing change on the Local Offer Webpages</li> <li>• Parent Carers involved in 6 recruitment processes</li> <li>• School Exclusions Film with Warwick University</li> <li>• Parent Carer Webinars</li> <li>• Production of neurodevelopment e-booklet</li> <li>• SALT Needs Assessment and engagement</li> <li>• Early conversations on EOTAS and developing an EOTAS Policy</li> </ul> <p>Young People have been involved to date with: -</p> <ul style="list-style-type: none"> <li>• Core Group of YP have coproduced the YP Forum for SEND, including name (IMPACT), logo and shared agreement.</li> <li>• 3 recruitment activities</li> <li>• A session on the Green Paper</li> <li>• Transitions Project</li> <li>• Transport Project and contributed to workshops with parent carers</li> <li>• YP Forum informed the decision on structuring the Preparation for Adulthood (PfA) document. 2 young people involved in the PfA workstream and coproduced the headings and definitions to be used as part of the PFA guidance document.</li> <li>• Local Offer Event on 30 August, including informing planning for the event, and giving feedback to Senior Leaders and Web Team.</li> <li>• 4 YP evaluated the Autism Experience Bus to inform plans on training staff about sensory processing. YP felt that IMPACT, with</li> </ul>
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					<p>Act for Autism, could develop a better training package that would enable whole school training.</p> <ul style="list-style-type: none"> <li>YP feedback on the Service Reviews on 15<sup>th</sup> September 2022</li> <li>Attending the Act for Autism Conference to promote IMPACT</li> </ul>
		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.	May 2022	<p><b>Complete.</b> Children and Young people's forum for SEND established in May 2022 to ensure that young people have influence. Membership is increasing. The forum meets monthly to agree a set of shared priorities and respond to the LA's areas of work. Warwickshire Youth Conference held in April with 75 young people including CYP with SEND. Feedback captured and a 'You Said, We Did' log is being maintained. <a href="#">'You said, we did' feedback.</a></p> <p>Feedback includes: "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."</p> <p>Young people spoke to the inspectors as part of the pilot inspection in July 2022, and have been involved in projects on Transport, Transitions and Preparation for Adulthood. Young people met with senior leaders as part of a Local Offer event in August and their feedback on training has influenced the decision to consider alternative options.</p> <p>Young people involved are positive about engagement. 100% of young people surveyed reported they felt engaged and listened to (September 2022).</p>
		Co-production strategy developed and training in place.	100% of SEND and Inclusion Staff attend co-production training (c.250). 100% of attendees report increased awareness, understanding and application of Co-production Strategy and approaches.	September 2022 (interim milestone July 2022)	<p>Coproduction training sessions held at 2 staff conferences with nearly 200 staff attending; positive feedback received from attendees.</p> <p>Contact has been commissioned to deliver Co-production training, based on the Four Cornerstones model. They have delivered a senior leaders workshop on 4th July to be followed up by Masterclasses in September and October for those responsible in embedding in teams. Feedback from attendees will be evaluated as part of the training.</p> <p>Coproduction strategy will be based on the Four Cornerstones approach.</p>
2.3.2 Develop an agreement for recruitment activities to	Shinderpaul Bhangal	Agreement and plan in place for recruitment for operational and	100% of recruitment activities have	December 2022 (interim milestone July	WPCV and CYP have supported 9 recruitment exercises and been involved in decision making for the following roles to date: Area Business Leads, Senior Plan Coordinator, Post 16 Plan Coordinators,

include a member of WPCV and/or young person for operational and strategic SEND roles in WCC and CWICB.	Existing resources	strategic SEND roles to include a member of WPCV and/or CYP.	involved CYP or parent carers (where appropriate).	2022)	Disability Commissioners, Plan Coordinator Assistants, Tribunal Officer, Inclusive Mentor Apprentices, Post 16 PlanCo's, Team Leader Children with Disabilities Team. A proposal for remuneration of parent carers was approved in July 2022.
			100% of CYP and parent carers surveyed report they felt listened to, involved in decision making and satisfied with the process.		Feedback on WPCV and Young Person involvement in recruitment activities will be collated ongoing and includes the following to date: <ul style="list-style-type: none"> <li>• WPCV: "I felt that I was an integral part of the interview panel".</li> <li>• Young Person: "It was really enjoyable. Duane was so understanding and stopped to explain things for me. She showed really good insight. I felt so included and it was very good that they had an understanding of my needs."</li> </ul>
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	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 have launched a tender to support Co-production and Engagement.
	Existing resources		100% of CYP and parent carers surveyed report they were listened to, involved in decision making and satisfied with the process.		WCC/WPCV and CYP to commission parent and young person inspector training for WPCV and young people's forum.
					Feedback to be collated (via Microsoft Form).



## 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 – Chris Baird** (Interim Assistant Director, Education, 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]
<b>3.1 Improve mainstream school leaders' understanding of why the placement of some children needs to be addressed</b>					
<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).  <i>Notes:</i> 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.	Marie Rooney, 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 to support inclusion in mainstream schools for CYP with SEND.	March 2022	<b>Complete.</b> 100% of all school consortia signed up and roles and responsibilities of Change Agents and Champions agreed.  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.
	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	<b>Complete.</b> 17 of the original schools in the Rugby trial. Whole School SEND Audits have been completed in a peer-to-peer model to identify needs. Staff and parent survey data captured from 100% of schools will also be used to identify needs.
	Debbie Hibberd  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)	Schools in the Inclusion Framework trial have a baseline SEND audit report.  Final review due in March 2023.
			Increase in participating schools recording 80%	March 2023	<i>Not due yet</i>

			improvement against judgement on previous year.		
Marie Rooney	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.	
Existing resources SEND & Inclusion Change Programme					
Darren Barrow, Debbie Hibberd	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	<b>Complete.</b> 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.	
Existing resources					
Debbie Hibberd	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 is underway with Change Agents and Champions to develop an Inclusion Charter, using the Four Cornerstones approach. A workshop was held on 1 <sup>st</sup> July 2022 for change agents and champions to co-produce the charter with the authors of the Four Cornerstones from Contact and Warwickshire Parent Carer Voice. It is the aim for change champions to also seek opinions from parent carers at their schools on what can be included, as well as promoting the WPCV. Follow up workshop to finalise the charter due on 23 <sup>rd</sup> September 2022.	
School Improvement Team					
Tracey Underwood	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 link with the Emotionally Based School Avoidance (EBSA) project which is supporting the education stepped approach on the neurodevelopmental pathway.	
SEND & Inclusion Change Programme					

### 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).	Debbie Hibberd  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, Debbie Hibberd  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	Categorisation proforma for schools has been amended to include specific reference to SEND and SEND audits. 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.  75% of schools in the Rugby trial have completed their SEND audits to feed into the categorisation process.
			Evaluation of categorisation process with 100% of trial schools.	December 2022	<i>Not due yet.</i>
			100% Consortia chairs are in agreement with the categorisation allocated to schools to support inclusion in 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	<b>Complete.</b> Memorandum of Understanding signed by schools in the Inclusion Framework for Schools trial (Rugby). Terms of Reference Agreed for the Multi-agency 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	Confidence levels of staff have been baselined. Feedback from SENCOs showed average confidence level of 6 out of 10 (March 2022). Rugby trial with 17 schools indicated an average confidence level of 67% (March 2022).  Survey to schools (111 responses, 48% of schools) to assess level of understanding of range of services and how to support families indicated an average score of 6.6 out of 10 (April 2022).  Further feedback to be captured in October 2022.
	Marie Rooney  SEND & Inclusion	Engagement with CYP and their families (including baselining) to ascertain their level of confidence in	80% parent carers/ CYP engaged report that school staff are more confident and knowledgeable in	March 2022 (baseline) and follow up surveys in October 2022	Baseline of confidence levels from participating schools in the Rugby trial - 64% report that school staff are confident and knowledgeable in meeting needs (March 2022).  Further feedback to be captured in October 2022.

	Change Programme	mainstream schools.	meeting the needs of CYP with SEND.	& March 2023	
	Marie Rooney  SEND & Inclusion Change Programme	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	<p>Lost at Schools (Collaborative and Proactive Solutions) trial with Dr Ross Greene commenced May 2022. 33 schools signed up in total for this year; 13 schools involved in initial phases to date and positive feedback received.</p> <p>Free training on mental health, autism and restorative practice is being promoted to schools and take up is being monitored.</p> <p>Training is also being developed as part of the Inclusion Framework for School trial in Rugby, including webinars and coaching. Areas include literacy, ASD in girls, demand avoidance, ADHD, SEMH, Sensory Needs plus links to existing SALT webinars.</p>
			80% of delegates attending training report that it gave them a good or better understanding of how to meet the needs of CYP with SEND.	April 2022 with milestone in March 2023	<p>Feedback from training is being collated, including:</p> <ul style="list-style-type: none"> <li>• Lost at Schools trial training (midway through first phase – positive feedback from all schools to date including: <i>'we have found it has had a profound impact on the children.'</i> <i>'It has opened our eyes about developing children's skills and we are learning more every session'</i>.</li> <li>• AET Training: positive feedback, rated as 4 or 5 out of 5 by attendees, comments include: <i>'Really good training which open my eyes on different techniques I can use in my work.'</i> <i>'Very informative training, it has helped my practice enormously.'</i></li> <li>• Mental Health First Aid training: <i>"The instructors were outstanding. They were relatable, knowledgeable and approachable. They had on the ground experience they could relate content to and used real life examples, it wasn't just theory based like some courses."</i> <i>"They worked brilliantly together, were very welcoming and presented the course in a very empathetic manner. It was interesting to hear about their experiences and we all appreciated their anecdotes."</i></li> </ul>
Marie Rooney  SEND & Inclusion Change	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	October 2022	<p>Session delivered to Governors on 12th May 2022.</p> <p>Further sessions to be delivered in October and November 2022.</p>	

	Programme		improving outcomes for CYP with SEND.		
<b>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</b>					
<i>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"</i>					
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  Existing resources	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 now includes a section on SEND. 75% of schools in the Rugby trial have completed their SEND audits to feed into the categorisation process.
			Evaluation of categorisation process with 100% of trial schools.	December 2022	<i>Not due yet</i>
			% increase in CYP with EHCP in schools/ academies to be in line or above statistical neighbours.	May 2023	<i>Not due yet. Increase in % CYP with EHCP in mainstream schools, just below statistical neighbours (Jan 2022): 32.9% Warwickshire 33.2% West Midlands 41.1% national average 41.4% Statistical Neighbours (4868 CYP with EHCPs in total in Warwickshire)</i>
	Marie Rooney  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)	<i>Not due yet</i>  Action plan to be co-produced with schools, linked to update at the Autumn Head Teacher conference with the launch of the new inclusion charter.

## 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)	<b>Complete.</b> New local offer webpages developed with parent carers, young people and professionals and launched on 13 <sup>th</sup> October 2021.  51% increase in visitors to local offer webpages post launch - 2654 visits (November 2021) compared with 1753 visits pre-launch (September 2021).
			Decrease in % of visitors who leave the landing page without progressing further	February 2022	<b>Complete.</b> 37% of visitors left 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 2022 and December 2022)	51% increase in visitors to local offer webpages in November 2021 following the launch. 60% increase in the number of visits to the local offer by the end of July 2022.  Promotion of new local offer webpages including 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. Flyers distributed to GPs, schools, Children and Family Centres and other community venues.
			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)

					<p>NB most comments are about SEND services rather than the Local Offer website.</p> <p>Positive comments on the website include the inclusion of the SEND Search facility, the Reachdeck accessibility tool and interest in the inspection and the positive work being promoted. A support worker rated the website a score of 3 (excellent) with a comment about parent and school support: <i>"great information and helped my understanding"</i>.</p>
	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)	<p>Presentations on the local offer have been provided to various stakeholder groups including SENCOs, schools and GPs. Further training for professionals and <a href="#">parent carer webinar</a> held in April 2022, and flyers and posters circulated to schools, GPs, children and family centres and other community venues.</p> <p>Warwickshire SEND local offer Facebook site launched on 17<sup>th</sup> February 2022 includes promotion of the local offer webpages. There are 822 followers to the site to date.</p> <p>Parent carer webinar feedback: <i>"It was extremely useful to get this understanding of the background and how to use the local offer."</i> All webinar recordings and resources are listed in the <a href="#">'Get involved – have your say'</a> section of the local offer.</p> <p>60% increase in the number of visits to the local offer by the end of July 2022. Feedback from children, young people, parent carers and professionals on using the local offer is being captured, including an event with young people and families held on 30<sup>th</sup> August 2022.</p>	
	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	<b>Complete:</b> 60% increase in the number of visits to the local offer by the end of July 2022.	
		Increased understanding of local offer by CYP, parent carers and professionals (through focus groups).	June 2022	<a href="#">Parent carer webinar</a> in April on the local offer received positive feedback (as above). Successful focus group event held on 30 <sup>th</sup> August to capture feedback from children, young people and families, to inform the next phase of development for the local offer landing page (improved navigation) and young people's information. We will ensure there is ongoing coproduction in place with young people, parent carers and professionals so people feel listening to, involved in decision making and satisfied with the process.	



		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	<b>Complete.</b> Leaflets circulated to display at schools, Children and Family Centres, GPs and other community venues via the Family Information Service outreach team.
			50% of families and professionals contacting the helpline report they accessed useful information from flyers.		No further update.
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)	37% to date. Based on 30 responses (9 x Yes/Partly; 11 x No). 9 more comments on feedback form since last reporting, 5 of these were good. Feedback on the form is generally low in keeping with the user experience to feedback when they are not able to find something or have experienced some difficulty. This enables continued improvement of the local offer in line with user needs. Users are enabled to feedback 24/7 in a way that meets need giving a better user experience.  SENCo feedback: "there is comprehensive information – user friendly".  Regular meetings with parent carer rep take place to discuss development of the local offer. Recent focus groups on 30 <sup>th</sup> August created valuable discussion and feedback to enable us to create a co-production plan moving forward.
		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	<b>Complete.</b> 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.
		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	Focus Group event held on 30 <sup>th</sup> August 2022 to capture feedback from children, young people and families. Forum for young people with SEND ('IMPACT') in place to ensure ongoing engagement.

# 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

#### KPI's

Discussions and challenge held at Education & SEND Senior Management Team and ICB 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

#### Political oversight of WSoA

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	CWICB
Head of Transformation	Heather Kelly	CWICB
Warwickshire Parent Carer Voice, Chair	Elaine Lambe	WPCV
Director of Nursing	Fiona Burton/Sarah Moppett	SWFT
Assistant Director Education	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
Head Teacher Representative	Matt Bown	WCC (secondment)
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	CWICB
Associate Director for LD and Autism	Helen Stephenson	CWPT
Warwickshire Parent Carer Voice	Cathy Wassell	WPCV
Senior Joint Commissioner for Learning Disabilities and Autism	Michelle Cresswell	WCC & CWICB
Head of Transformation	Heather Kelly	CWICB
Head of SEND and Inclusion and Educational Entitlement	Marie Rooney	WCC
Senior Transformation Manager	Natasha Lloyd-Lucas	CWICB
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 Hunt	WCC
Voice, Influence and Change Development 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
Head of Transformation (Children and Young People)	Heather Kelly	CWICB
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>		
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 Improvement Lead Commissioner	Margot Brown	WCC
Senior Educational Psychologist	Tracey Underwood	WCC
Senior Joint Commissioner for Learning Disabilities and Autism	Michelle Cresswell	WCC & CWICB
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>CCN</b>	Community Children's Nursing	<b>EY</b>	Early Years
<b>CETRs</b>	Care Education Treatment Reviews	<b>EYFS</b>	Early Years Foundation Stage
<b>CHC</b>	Continuing Health Care	<b>FAP</b>	Fair Access Protocol
<b>CHSWG</b>	Children's Hearing Service Working Group	<b>FE</b>	Further Education
<b>CIN</b>	Child in Need	<b>FIS</b>	Family Information Service
<b>CiN</b>	Communication and Interaction Needs	<b>FLT</b>	Flex Learning Team
<b>CLA</b>	Child(ren) Looked After	<b>FTE</b>	Full-Time Equivalent
<b>CLDT</b>	Community Learning Disability Team	<b>GCSE</b>	General Certificate of Secondary Education
<b>CORC</b>	Child Outcomes Research Consortium	<b>GLD</b>	Good Level of Development
<b>COVID</b>	Coronavirus Disease	<b>GP</b>	General Practitioner
<b>CQC</b>	Care Quality Commission	<b>GRT</b>	Gypsy Roma Traveller
<b>CVS</b>	Community Voluntary Sector	<b>HCP</b>	Healthy Child Programme
<b>CWICB</b>	Coventry & Warwickshire Integrated Care Board	<b>HELAC</b>	Health Looked After Children
<b>CWD</b>	Children with Disabilities	<b>HI</b>	Hearing Impairment
<b>CWDT</b>	Children with Disabilities Team	<b>HV</b>	Health Visitor
<b>CWPT</b>	Coventry and Warwickshire Partnership Trust	<b>ICB</b>	Integrated Care Board
<b>CYP</b>	Children and Young People	<b>IDACI</b>	Income Deprivation Affecting Children Index
<b>DCO</b>	Designated Clinical Officer	<b>IDS</b>	Integrated Disability Service
<b>DfE</b>	Department for Education	<b>IEP</b>	Individual Education Plan

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