Warwickshire

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

Update – February 2023

Contents

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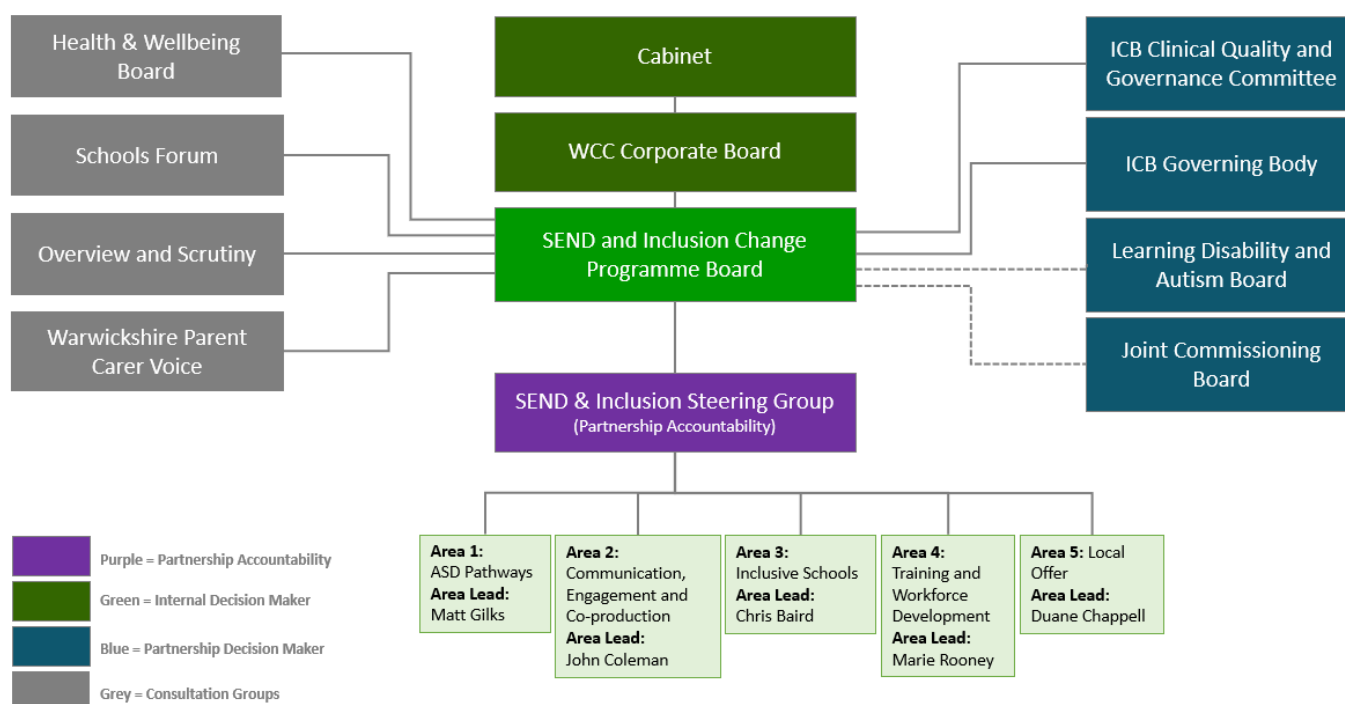
In addition to this, we will ensure that the voices of CYP are heard and acted upon. We will work with Warwickshire Parent Carer Voice to co-produce frameworks, and we will listen to feedback to judge the effectiveness of our work. We will also monitor our progress in our joint data dashboard and review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

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Section 5 – Quantitative Summary

Overall we have:

10 actions
19 sub actions
72 measures

Status	Quantity	Percentage
Completed	38 (20)	53% (28%)
On track, no concerns	22 (38)	31% (53%)
On track, some concerns	9 (5)	13% (7%)
No progress, major concerns	0	0
Not due yet	3 (9)	4% (13%)

Area 1:

2 actions
7 sub actions
15 measures

Status	Quantity
Completed	4 (0)
On track, no concerns	9 (10)
On track, some concerns	1 (3)
No progress, major concerns	0 (0)
Not due yet	1 (2)

Area 2:

3 actions
5 sub actions
21 measures

Status	Quantity
Completed	12 (7)
On track, no concerns	3 (13)
On track, some concerns	6 (1)
No progress, major concerns	0 (0)
Not due yet	0 (0)

Area 3:

2 actions
2 sub actions
14 measures

Status	Quantity
Completed	7 (5)
On track, no concerns	6 (4)
On track, some concerns	0 (0)
No progress, major concerns	0 (0)
Not due yet	1 (5)

Area 4:

2 actions
2 sub actions
10 measures

Status	Quantity
Completed	5 (2)
On track, no concerns	4 (6)
On track, some concerns	0 (0)
No progress, major concerns	0 (0)
Not due yet	1 (2)

Area 5:

1 actions
3 sub actions
12 measures

Status	Quantity
Completed	10 (6)
On track, no concerns	0 (5)
On track, some concerns	2 (1)
No progress, major concerns	0 (0)
Not due yet	0 (0)

Numbers in brackets show previous reporting period figures

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Section 6 - BRAG on a page

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

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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]
1.1 Reduce waiting times for autism diagnostic assessments *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."*					
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	Children, young people and families are now facing less of a wait to access an autism diagnostic assessment, with longest wait for a diagnostic autism assessment halved from 242 weeks in January 2022 to an estimated 118 weeks in December 2022. This has been achieved by commissioning additional capacity from external providers to carry out assessments and increasing capacity in the local specialist service. The system continues to over-perform in the number of assessments it is carrying out, with assessments being delivered by CWPT and a range of commissioned external partners. In November 2022, 287 assessments were planned, yet 505 were delivered = an additional 218. Overall, between January and December, 2,563

					assessments were planned however 2,982 were delivered = an additional 419. Capacity in the local neurodevelopmental service has been increased on a recurrent basis. Papers have been produced for executives on future funding needs and options regarding securing ongoing capacity to deliver assessments.
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 Monitored by provider analysis of service data	December 2022	*Workstream 1 - Speech and language therapy (SLT), South Warwickshire University Foundation Trust, (SWFT) and Rise across Warks and Coventry.* Project is now in evaluation phase (from December 2022) with results due in Jan 2023. Currently reviewing measures of success. Continuing to use this clinical model with a wider age range than initially planned for in the project. Continued to develop and apply 'filters' for pre-school services in Warwickshire. Positive feedback from families/professionals – speed/efficiency of resources. Challenges: Change in working practices, lack of shared IT systems. Rise & Paediatrics are yet to apply filters for this project but consultation model is being used *Workstream 2 - Educational Psychology (EP) Warks, Specialist Teaching Service (STS), Complex Communications Specialist Practitioner (CCSP) Cov* EP/STS Coventry/Warwickshire – small cohort of approx. 15 children identified – all on current W/L. Consultation process has been established and assessment/diagnosis ongoing – now being evaluated, results due in January 2023. Positive feedback from families/professionals – speed/efficiency of resources.
		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	Michelle Cresswell	An online information portal is published and	Increase in number of families and	December 2022	The self-help offer in relation to autism diagnosis and support has been improved through raising 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.	Existing resources Council for Disabled Children (CDC) support	promoted widely. A conference is delivered for 300 families (to repeat the successful Together with Autism conference in January 2020).	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		local services and support. A system communications plan in progress that supports the Autism Strategy. Autism strategy priority 1 meeting reviewed the timeframes for the 2022- 2024 actions and agreed including dates for phase 2 of the improved information and advice offer. A comprehensive e-booklet of advice and information for neurodivergent people and their families has been coproduced; an on-line portal for information and advice; a promotional campaign and conferences to bring together young people, families and support services. Continued promotion of the e-booklet is ongoing, including in person at the Together with Autism conferences in Nuneaton (19/11/2022) and Coventry on 21/1/2023. Feedback on the conferences was presented at a CWPT workshop on 24/11/2022. 300 people signed up to attend with some examples of the feedback comments shared below regarding the benefits of the event: *"They're trying to improve everything"* *"Gaining SO much knowledge, Networking"* *"Help and support seems more available"* Phase 2 delivery continues, the comprehensive project plan has been updated to ensure delivery of an initial online portal offer via Dimensions by the end of December 2022 and refreshed e-booklet (following feedback on the first edition), a jargon buster resources. A working group is developing an evaluation framework to measure the impact of this offer.
			Increase in knowledge and understanding of the self-help offer from conference attendees, monitored	May 2022	Feedback was obtained and a report is being prepared which will also include additional feedback and engagement findings.

			through conference feedback		
1.2.2 Recommission the all-age community support service for neurodivergent individuals to: - Introduce a single front door for referrals for neurodiversity support and diagnosis to provide enhanced triage and ensure individuals are supported while awaiting a diagnostic assessment - provide an advice and navigation function for individuals seeking an assessment, those diagnosed with autism and their families - provide low and medium level support pre and post diagnosis for young people and families	Michelle Cresswell Existing resources Council for Disabled Children (CDC) support	New single pathway for support and diagnosis is in place. 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.	Increase in parents, carers and autistic individuals reporting improved pre and post assessment and diagnostic support, identified via a range of feedback mechanisms.	October 2022 Evaluation by June 2023	Continue to be on track for the procurement timeline with a contract start date of 1st April 2023. The contract has been awarded and Team is now in mobilisation phase. This will introduce a single front door for referrals for neurodiversity support and diagnosis to provide enhanced triage and ensure individuals are supported while awaiting an assessment, provide advice and navigation for those seeking an assessment, those diagnosed with autism and their families; and provide low and medium-level support pre and post diagnosis for young people and families. The current provider has agreed to continue delivering the current service until 31st March 2023 to ensure there is no gap in service. The task and finish group overseeing this procurement activity have developed an implementation plan and finalised the performance monitoring and reporting framework. The task and finish group will focus on a comms plan and evaluation framework during the upcoming monthly meetings.
			Increase in % of individuals surveyed who accessed support while awaiting an assessment from a baseline of 52.9% to 70%.	December 2022	
			Decrease in % of professionals surveyed who are not aware of an autism pathway from 27% to 15%. Monitored via staff surveys.	December 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.	Duane Chappell, Eve Godwin 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	September 2022	Coproduction on education stepped-approach and Emotionally Based School Avoidance project underway. An initial draft version of the stepped approach has been shared with Warwickshire Parent Carer Voice and head teachers and discussed at the Coproduction and Engagement Hub on 13th January 2023. The final draft is due to be completed in February 2023. The e-booklet also sets out the graduated offer from the system for children and young people with autism. This has been widely promoted.

			education settings		
			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	*Not due yet*
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 Children (CDC) support	Gaps in specialist support for communication and sensory needs are understood to inform joint commissioning intentions and resource allocation. Proposals are co-produced for speech and language therapy and OT services.	Individuals awaiting an assessment or following a diagnosis report that they have accessed support with communication and sensory needs (via survey December 2022).	August 2022	Mapping demand and capacity of Speech and Language Therapy and Occupational Therapy Services to highlight and raise awareness of any gaps in support in the neurodevelopmental pathway has been completed and solutions and recommendations are being considered. Recommendations presented to the Warwickshire Joint Commissioning Board. Recruitment for Senior Transformation role for Children has taken place.
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	March 2022	Mental Health and Emotional Wellbeing staff have been trained with the support of managers. Ensuring 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. The skills audit for CYP is 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.
		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.	autism training and confidence in supporting autistic people.)	March 2023	Training is now underway.
		Neurodevelopmental liaison roles are in place and working with MH practitioners to identify and support autistic people.	Autistic CYP and adults who experience poor mental health and wellbeing can access support that is adjusted to meet their needs to prevent their needs escalating. 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.	September 2022	• Rise CYP mental health continue to work alongside Neuro service. • Active MDT – presenting needs – actions progress with referral, joint ax, reasonable adjustments. We have reviewed evidence impact 219 consultations Jan July 22 (6 month activity to demonstrate the impact). • New referral consultations = 139; Autism Assessment consultations = 38 (15 of which have been concluded); Advice consultations = 47. • Further differentiation between 'straightforward & complex'; MDT agreement on diagnosis; Professionals report the process is helpful & efficient.
		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	• 1 employed within Adult service under NHSE neuro liaison projects • No current plans for CYP to replicate; Experts by Experience (EBE) are being modeled into the CYP workforce
		To explore increasing the Expert by Experience module that currently is accessible on ESR to promote culture change and increase staff			Request made to LD&A PMO for any detail in the number of RISE staff that have accessed the ESR modules. The current 8 modules as part of the ESR Programme will continue to be encouraged for RISE clinicians. Further discussion required to explore bespoke to CYP MH mirroring, the approach for the adult wards.

		awareness. To be include access barriers.			This will need capacity from the Neuro service to support as the founder of the ESR modules. Priority areas – ED and psychology where formulation is more – these will be our target areas.
		Review staff groups and evaluate training programmes.			Skills audit has been completed as a benchmark. The senior leadership team are analysing the detail.
		To evaluate the usage of the dimensions tool to promote accessibility to MH services at Early help level (PMHT and MHST).			Report provided from the Dimensions shows ongoing use of CWPT staff using the dimensions tool.

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 Hunt Existing resources Council for Disabled Children (CDC) support Contact (charity supporting families with disabled children)	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)	173 (90%) SEND staff have attended Restorative Practice training to date. SEND leadership team attended two-day Leading Restoratively training in March 2022. Masterclasses for Team Leaders to embed the Restorative Approach - two-day immersive cohorts in July, August and October 2022. Training also offered to schools and health professionals; 112 schools and settings have received training to date. Relational Communication Training delivered with SENDAR as two half day sessions by the Restorative Practice Team – 30th November and 7th December 2022.
			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)	Positive feedback from families and young people includes: • 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. • Parent carers have responded positively to parent carer webinars and are appreciative of the information and advice 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' and 'extremely beneficial'.

					- WPCV have highlighted a concern that the impact of changes is not translating to the everyday experience of families. - The Live Feedback Form highlights that timely communication and carrying out the statutory duties are the most frequent themes and frustrations of those that gave feedback. This also reflects the feedback from families shared with WPCV. This continues to inform the focus on delivering Relational Communication with PlanCos and PlanCo Assistants. - One young person reported 'We are getting there and making progress. Young people are getting more relaxed, growing in confidence and getting more involved'. - In September 2022, Young People involved with IMPACT are positive about engagement. 100% of young people surveyed reported they felt engaged and listened to. - In November 2022 a panel of Young People, including two with SEND needs, interviewed the candidates for the Director of Education role. The Young People found this a positive experience, including one who said, 'it was fantastic to be part of the panel'. Young People and WPCV felt their views were heard as their preferred candidate was appointed, which they were 'very happy' about.
	Sam Craven Existing resources SEND & Inclusion Change Programme Phase 2	Plan to strengthen disagreement resolution is implemented, including establishing a baseline.	20% reduction in the number of tribunals registered.	September 2022 (baseline in March 2022)	**Baseline for 2021**: 123 appeals and 231 mediations (Jan-Dec). **Jan to Dec 2022**: 123 appeals and 138 mediations. The total number of appeals to the tribunal in Warwickshire has remained the same in 2021 and 2022 despite a 32% increase in EHC needs assessment requests, and a 29% increase in appeals to the SENDIST tribunal nationally. The Disagreements Resolution Project continues to progress with planned work. Survey designs have been completed, reviewed and are planned to be released in the new year to support the re-design. Historical data has been captured in a single source to allow trend analysis to support identifying areas to address. As Is Mapping has been drafted and is planned to be reviewed in partnership with stakeholders (SENDAR, WPCV & SENDIAS) to develop the future To Be process. Work to improve the response to complaints and strengthen communications includes revising SENDAR letters (coproduced with

					WPCV, SENDIAS and WCC); introducing a SEND Resolution Officer (June 2022); telephoning families to discuss the outcome of High Needs Panels; and holding listening conversations with families. These measures should help influence the number of tribunals, because issues are highlighted early e.g., 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. Listening Conversations offered to parent carers with Voice, Influence & Change, with 13 conversations in December 2022 – offered to learn from their experiences. Many conversations also held with families at the Together with Autism Conference 19th November 2022. A project underway on Annual Reviews should also have a positive impact on the number of appeals.
			Families report they are more understood, involved, valued and respected.	December 2022 (interim milestone in July 2022)	Feedback from families is being captured via the live feedback form (launched April 2022) and promoted via social media, local offer, mini-animation and team meetings. WPCV Big Survey (March 2022) also provided baseline information, with an overall satisfaction level of 46%. Evidence from the live feedback form shows improvements to date: • *Heard and understood:* increase of those who agree from 6% to 22% • *Valued and respected:* increase of those who agree from 6% to 25% • *Involved*: increase in those who agree from 20% to 37% • *Desired outcomes*: increase in those who agree from 9% to 37%
	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)	96% of staff report an increased understanding of what life is like for families with SEND (at SEND CPD day in December 2022). Closer links have been established with community groups to capture learning. Relationships have been established with 21 organisations as part of setting a Community Voluntary Sector Forum (commenced on 28th September 2022). This will enable a greater range of voices to be heard, by linking with support organisations that families are in touch with. **'You said, we did' feedback.**
	Sam Craven	Process to capture	20% reduction in	December	**Baseline**: 100 complaints received in 2021 (Jan-Dec).

	Existing resources	learning from complaints and feedback is in place.	complaints.	2022 (interim milestone in July 2022)	**December 2022**: 115 complaints received (January to December 2022). Workshops on complaints have been held including WPCV and SENDIAS, to review processes and identify areas for improvement. Learning from complaints has identified 'communications' has a key theme. Activities delivered to help improve the response to complaints and strengthen communication include: revising SENDAR letters, conversations with families to improve relationships and using dialogue to help avoid escalation to complaints, relational communication 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. Evidence with families shows examples of conversations to improve relationships and using dialogue to help avoid escalation to complaints, as well as drawing these and patterns as learning from the discussions. Information on complaints from Health Services is also being collated and learning captured. Governance processes around complaints moving forward are to be agreed.
			'You said, we listened' & 'You said, we did' in response to learning from feedback.	February 2022 (milestones in July 2022, Dec 2022)	**'You said, we listened'** and **'You said, we did'** reports published on local offer webpages. Updated You Said We Did published on the Local Offer (Sept 2022). Feedback is considered by the Area 2 working group, Round Table meetings and Coproduction and Engagement Hub. December 2022 'You Said We Did' update being finalised.

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, ICB and WPCV.	Lisa Mowe, Sam Craven	Communication Strategy and Action Plan are in place.	100% of key stakeholders aware of Communication Strategy/Action Plan.	January 2022 (plus milestones in July 2022, Dec 2022)	**Complete**. Communication Strategy and Action Plan signed off by key stakeholders on the SEND Steering Group (March 2022, updated Sept 2022 and January 2023). External communication is discussed at the SEND 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	February 2022	**Complete**. Significant increase in comms and engagement including: 1. Launch of a monthly SEND Newsletter in November 2021. 2. Monthly parent carer webinars.

			families (measured through webinars, social media etc.).		3. New Local Offer Facebook page so we can communicate more effectively with parent carers/young people. 920 followers to date. 4. Updates to schools in Heads Up newsletter (c. 2000 views per week). 5. Briefings to SENCos at regular network meetings. 6. Regular news releases e.g., https://www.warwickshire.gov.uk/news/article/2860/new-pilot-set-to-improve-outcomes-for-children-with-special-educational-needs-in-warwickshire Survey in December 2021 to better understand the communication needs of families provided a baseline and identified areas for improvement.
			100% of CYP and their families surveyed report communication is good or better	April 2022	**Complete:** Positive feedback from increased communication including: "Thank-you, very helpful". "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." "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	**Complete:** Communication in place with schools on SEND, including meetings with SENCos, Heads Up articles, briefings and focus groups with Head Teachers and surveys. Feedback in April 2022 indicated there was a wide variation in the understanding of the range of services and how to support families, with an average level of 6 out of 10. More work has been done with schools to raise awareness and understanding. In Sept 2002, a poll of school head teachers showed 97% (68) were aware of the local offer, where to find it and the information included.
			80% of parent carers are confident that schools understand the range of services and support for families.	September 2022	Average confidence level of parent carers was 64% in the Rugby Inclusion Framework for Schools trial (April 2022). Confidence levels to be resurveyed in early 2023 as part of the project. 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 17% (strongly agree/agree). Local Offer briefings are being provided as part of Area 5, and further communications are being 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 30%), acknowledge a greater influence (up from 9% to 19.5% for parent carers and 4% to 10% for young people) and have greater optimism for the future (up from 13% to 27%).

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 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)	**Complete**. Coproduction and Engagement Hub with parent carers in place (since 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 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: • *"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!"* • *"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."* • *"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."* • *"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." • *"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."* • *"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".*
		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.	April 2022	**Complete:** 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. WPCV have been involved in areas including: • 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. • WPCV met with Inspectors as part of the Pilot SEND inspection. • C&E Hub provides a space for parent carers to have a voice together with other parent carer reps. • Service Reviews. • Emotionally Based School Avoidance. • Transitions Guidance. • Transport Project. • Each area of the WSoA. • Resolving Disagreements Project. • Recommissioning of SENDIAS. • Involved in developing the plans for training on complaints. • Planning and delivering coproduction sessions with Contact and a consistent approach to Coproduction through the introduction of the Four Cornerstones, and developing the School Inclusion Charter. • Early Years Coproduction Pilot. • Rewriting the SENDAR letters. • Work to update the Partnership Agreement. • 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. • Parent Carers involved in 6 recruitment processes. • School Exclusions Film with Warwick University. • Parent Carer Webinars. • Production of neurodevelopment e-booklet. • SALT Needs Assessment and engagement. • Early conversations on EOTAS and developing an EOTAS Policy. Young People have been involved to date with: • Core Group of YP have coproduced the YP Forum for SEND, including name (IMPACT), logo and shared agreement. • 3 recruitment activities. • A session on the Green Paper. • Transitions Project. • Transport Project and contributed to workshops with parent carers. • 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. • Local Offer Event on 30 August, including informing planning for the event, and giving feedback to Senior Leaders and Web Team. • 4 YP evaluated the Autism Experience Bus to inform plans on training staff about sensory processing. YP felt that IMPACT, with Act for Autism, could develop a better training package that would enable whole school training. • YP feedback on the Service Reviews on 15th September 2022. • Attending the Act for Autism Conference to promote IMPACT.
		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	**Complete**. 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. **'You said, we did' feedback**. 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." Also: 'We are getting there and making progress.

					Young people are getting more relaxed, growing in confidence and getting more involved'. 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. Young people involved are positive about engagement. 100% of young people surveyed reported they felt engaged and listened to (Sept. 2022).
		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)	Coproduction training sessions delivered at 2 SEND staff conferences with nearly 200 staff attending; positive feedback received from attendees. Contact were commissioned to deliver Co-production training in July-October 2022, based on the Four Cornerstones model. They delivered a senior leaders workshop in July followed up by Masterclasses in September and October 2022 for those responsible for embedding in teams. Feedback from attendees is being evaluated as part of the training. Coproduction strategy/charter is being developed based on the Four Cornerstones approach – draft produced and engagement with partners/stakeholders underway.
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	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)	**Complete:** WPCV and CYP have supported 13 recruitment exercises (and 2 more planned) and been involved in decision making for the following roles to date: AD for Education, Area Business Leads, Senior Plan Coordinator, Post 16 Plan Coordinators, Disability Commissioners, Plan Coordinator Assistants, Tribunal Officer, Inclusive Mentor Apprentices, Post 16 PlanCo's, Team Leader Children with Disabilities Team. A proposal for renumeration of parent carers was approved in July 2022.

CWICB.			100% of CYP and parent carers surveyed report they felt listened to, involved in decision making and satisfied with the process.		**Complete:** Feedback on WPCV and Young Person involvement in recruitment activities will be collated ongoing and includes the following to date: • WPCV: "*I felt that I was an integral part of the interview panel".* • *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."*
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)	**Complete**. A referral process is in place for Commissioning to alert WPCV and/or young people for when SEND commissioned services are being prepared for re-tender. Parent carers have assisted in the Commissioning Co-production & Engagement tender process, re-commissioning of the Key Worker Project and are preparing to be involved in the re-tender process of SENDIASS.
			100% of CYP and parent carers surveyed report they were listened to, involved in decision making and satisfied with the process.		Feedback collated to date: 1. Key Worker Pilot Project commissioning - there was a lot of paperwork, which meant a lot of time needed to complete it. Next time the documents need to be provided in paper form because it was much harder trying to do it on screen. 2. Co-Production & Engagement Framework - there was a lot less information and feedback was provided on one question. 3. Community Autism Support Service - WPCV Rep agreed that it made sense to split the questions between them and the EbE, but the process for this needs clarifying. There is still more work to be done on the processes of how parent carers and young people are involved in commissioning.

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]
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"					
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).	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	**Complete**. 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.
Notes: *Any reference to 'Consortia' includes Primary and Secondary area networks.* *'Inclusion Framework' refers to the new model of inclusion being developed in the Rugby trial.* *'Inclusion Charter' refers to an agreement with schools outlining the vision and principles for inclusion.*	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	**Complete**. 17 schools in the Rugby trial signed up. 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 is being used to identify needs and inform training plans.
	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% improvement against judgement on previous year.	March 2023	*Not due yet.* Quality of Education section includes reference to SEND. Reported as 'Good' for all participating schools to date. Categorisation process to be further strengthened regarding SEND.

	Marie Rooney 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)	In March 2022, parental confidence level was 63% in the Inclusion Framework trial (on average). Surveys sent out in January 2023 to re-measure confidence levels, and also qualitative feedback is being captured via focus groups and in case studies.
	Darren Barrow, Debbie Hibberd, 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	**Complete**. 100% of school consortia are signed up and Change Agents and Change Champions are in place. Meetings have been held with Change Agents and Change Champions and Terms of Reference agreed (next meeting on 3rd February 2023)
	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	**Complete**: The charter was completed in November 2022. It was coproduced with schools, parent carers and young people, based on the Four Cornerstones approach. Workshop were held on 1st July 2022 and 23rd September with change agents and champions, Contact and Warwickshire Parent Carer Voice. The charter was presented at the HT conference on 18th October 2022 and updated with feedback from schools, parent carers and young people. A survey to all schools asking for feedback and approval received 88 responses (equating to 38% of primary and secondary schools) with approval from all schools bar one (but offered some positive improvements) . Copies of the charter (hard copy and by email) were sent to all schools in November 2022 alongside a news release. Positive feedback has been received from schools and parent carers, with schools pledging their commitment.
	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	The rollout of the Inclusion Framework approach across Warwickshire is being developed following evaluation of the project. The trial has received positive feedback from schools and parent carers to date, and evaluation is now underway.

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 | **Complete:** 100% of school consortia signed up. Change Agents and Change Champions are in place. |
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| | | Re-survey of CYP and their families carried out. | 80% improvement in satisfaction of CYP and their families. | March 2023 | Evaluation underway as part of the Rugby pilot. |
| | | 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) | Positive feedback regarding the champions involved in the Inclusion Framework for Schools trial in Rugby.

Wider feedback to be sought from all Consortia chairs in January 2023. To be discussed at change agents/champions meeting on 3rd February. A question on change champions to be included in the categorisation process. |
| | 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 | **Complete**. Categorisation proforma 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 school champions not involved in the trial to share learning. 75% of schools in Rugby trial have completed SEND audits to feed into the categorisation process.

Categorisation process to be strengthened moving forward with a separate section on SEND. |
| | | | Evaluation of categorisation process with 100% of trial schools. | December 2022 | Categorisation process has been evaluated (January 2023). It has been recognised that the categorisation format needs to be more explicit regarding SEND and is being strengthened with a separate section. |
| | | | 100% Consortia chairs are in agreement with the categorisation allocated to schools to support inclusion | May 2023 | Changes to the categorisation process to be agreed with consortia chairs. |

			in schools for CYP with SEND.		

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)
4.1 Increase knowledge and confidence of primary and secondary school staff in meeting the needs of CYP with SEND					
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"					
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 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 Multi-agency Working Group for WSoA 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 Oct 2022 & March 2023	**March 2022**: Confidence levels of staff baselined: Feedback from SENCos showed average confidence level of 6 out of 10. Rugby trial with 17 schools indicated an average confidence level of 67%. Survey to all schools in April 2022 (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. **October 2022 update**: 100% of respondents in Rugby trial would recommend the training to a colleague and rated the training as 4.58 out of 5 (5 being very useful). Feedback includes: 'Useful information with examples which really helped. It would be useful for all staff.' 'Some excellent ideas and strategies.' 'Very useful, will be putting some of these tips into practice'. Surveys to re-measure levels of confidence, knowledge and

					understanding issued in January 2022, together with focus groups and case studies. Qualitative feedback to date is positive. Further evaluation to be carried out by March 2023.
	Marie Rooney SEND & Inclusion Change Programme	Engagement with CYP and their families (including baselining) to ascertain their level of confidence in mainstream schools.	80% parent carers/ CYP engaged report that school staff are more confident and knowledgeable in meeting the needs of CYP with SEND.	March 2022 (baseline) and follow up surveys in Oct 2022 & March 2023	**March 2022:** Baseline of confidence levels from participating schools in the Rugby trial - 64% of parent carers reported that school staff are confident and knowledgeable in meeting needs (March 2022). **October 2022:** Drop-in sessions, parent sessions and coffee mornings held with parent carers in the Rugby trial. Sessions were reported as successful. Surveys to re-measure confidence levels issued in January 2022, together with focus groups and case studies. Qualitative feedback to date is very positive. Further evaluation to be carried out by 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	**Complete**. **Inclusion Framework for School trial** in Rugby – 100% of the schools in the trial have taken up training including webinars, SEND Snacks and coaching. Areas include: SEND Inclusion Guidance; Differentiation and Scaffolding; Maximising the effective use of Teaching Assistants; and Assess, Plan, Do, Review with particular emphasis on target setting. A library of webinars giving practical advice for a range of SEND needs has also been delivered including literacy, ASD in girls, demand avoidance, ADHD, SEMH, Sensory Needs and links to SALT webinars. Library of Webinars Flyer. In addition, free training on mental health, autism (Autism Education Trust – AET) and restorative practice has been promoted to all schools and take up has increased: **AET training** - 20 schools completed the training last term 54 schools are wanting to access the training. **Youth Mental Health First Aid training** – half day MHFA training 106 wanting to access the training (another 400 spots to fill), 137 signed up for mental health lead meeting, 2 day training- 85 staff last school year- 58 staff wanting to access the training this school year (meaning we are 7 staff off the full

					target of this school year). WCC will be offering a place to all primary and secondary mainstream provisions by September 2024. **Youth Mental Health Awareness Training** – offer of 2 free places per education setting (including AP's, colleges and ISP's) to be rolled out until September 2024. 90 places have currently been assigned. Mental health leads network meetings are occurring every half term, over 130 settings have signed up to attend. **Lost at Schools** (Collaborative and Proactive Solutions) trial with Dr Ross Greene commenced May 2022. 36 schools have signed up; 24 schools have been involved in the initial phases and positive feedback has been received to date. • Phase 1- completed or nearing completing - 5 schools • Phase 2 - 9 schools nearing completion • Phase 3 - 10 schools at the start of their journey or mid-way through • Phase 4 - 13 schools waiting on start date Meetings are being set up with schools to see how we can support them through and after the project. All current SEND training has been reviewed and workshops held with practitioners and parent carers to agree priority training which has been collated in an interactive slide deck and is being developed into a training portal online. This provides a 'one stop shop' of SEND training for schools.
			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	Feedback from training to date includes the following: **Inclusion Framework for School trial:** Training webinars rated 4.54 out of 5 in terms of how useful it will be in future practice, and 100% of attendees would recommend it to a colleague. **AET Training:** Positive feedback, rated as 4 or 5 out of 5 by attendees. Comments include: *'Really good training which open my eyes on different techniques I can use in my work.' 'Very informative training, it has helped my practice enormously.'*

					Mental Health First Aid training: Knowledge and confidence levels increased from 5 to 9/10. "*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.*", "*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.*" **Lost at Schools training:** Positive feedback from 100% schools to date including: *'we have found it has had a profound impact on the children.' 'It has opened our eyes about developing children's skills and we are learning more every session'.*
	Marie Rooney SEND & Inclusion Change Programme	SEND training delivered to WCC maintained school Governors.	100% of Governors at trial schools attend training. 90% of attendees agree they are more confident in their role around improving outcomes for CYP with SEND.	October 2022	**Complete**: Initial session delivered to Governors on 12th May 2022 (18 governors signed up) – positive feedback received. Further session delivered on 14th December 2022 (32 Governors signed up – 100% from the trial). 100% of respondents reported their knowledge had improved after the session and they felt more confident in their role around improving outcomes for children and young people with SEND. Governors focus group set up to capture feedback on training needs to help shape future training. Steering group of Governors set up to reassess WCC SEND training to governors. First meeting held in November 2022 and the second meeting scheduled for end of January 2023. Working is being done to provide clear and easily accessible training and guidance to governors on how to monitor SEND in settings. SEND briefing with governors delivered with record attendance. Good discussion and input from governors about challenges and positives of current practice in Warwickshire.

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	Marie Rooney Existing	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	July 2022	**Complete:** 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.

improvements for CYP with SEND (in collaboration with Area 3).	resources		mainstream schools for CYP with SEND.		
			Evaluation of categorisation process with 100% of trial schools.	December 2022	Categorisation process has been evaluated (January 2023). It has been recognised that the categorisation format needs to be more explicit regarding SEND and is being strengthened with a separate section.
			% increase in CYP with EHCP in schools/ academies to be in line or above statistical neighbours.	May 2023	*Not due yet. At January 2022:* *32.9% Warwickshire* *33.2% West Midlands, 41.1% national average, 41.4% statistical neighbours.*
	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)	Interactive slide deck produced where schools can access and view all training on offer from WCC. This is now being developed into a training portal online. Schools expressed it was difficult to find training that is on offer and how to access it. Positive feedback regarding the slide deck and having training in one place to make planning for staff CPD easier. A question on producing an action plan to upskill the workforce to be included in the categorisation process. To be discussed with SENCOs and consortia chairs.

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)
5.1 Ensure the quality of the online local offer is fit for purpose					
I statement for Parent Carers "I can find the information I need, and it is easy for me to understand"					
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 on 13th 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	**Complete**. 37% of visitors left the landing page without progressing further at March 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)	**Complete**. 51% increase in visitors to local offer webpages in November 2021 following the launch. 60% increase in the number of visits by the end of July 2022, 85% increase in November/December 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)	**Complete**. The landing page has been improved with feedback from WPCV including an explanation of the local offer, promotion of SENDIAS, the live feedback form and a link to the Dimensions website and e-booklet for neurodivergent people. 47% of respondents rated the local offer as good or better. *NB most comments are about SEND services rather than the Local Offer website.*

				Further improvements made to the landing page at a meeting with WPCV, ICT and Family Information Service in December 2022, with regular monthly review meetings scheduled moving forward. 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: "*great information and helped my understanding*".
		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)	**Complete**. Presentations on the local offer have been provided to various stakeholder groups including SENCOs, schools and GPs. Further training for professionals and parent carer webinar held in April 2022, and flyers and posters circulated to schools, GPs, children and family centres and other community venues. Warwickshire SEND local offer Facebook site launched on 17th February 2022 includes promotion of the local offer webpages. There are 822 followers to the site to date. Parent carer webinar feedback: *"It was extremely useful to get this understanding of the background and how to use the local offer."* All webinar recordings and resources are listed in the 'Get involved – have your say' section of the local offer. 60% increase in the number of visits to the local offer by the end of July 2022 and 85% increase November to December 2022. Feedback from children, young people, parent carers and professionals on using the local offer is captured and acted upon, including an event with young people and families held on 30th August 2022.
		Videos of 'What is the local offer?' and 'How to use the local offer' produced and uploaded to webpages.	50% increase in number of visitors to the webpages.	April 2022	**Complete**: 60% increase in the number of visits to the local offer by the end of July 2022 and 85% for Nov/Dec 2022.
			Increased understanding of local offer by CYP, parent carers and professionals (through focus groups).	June 2022	**Complete.** Parent carer webinar in April on the local offer received positive feedback (as above). Successful focus group event held on 30th 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. Professional

					briefings provided by Family Information Service team on the Local Offer. We will ensure there is ongoing coproduction in place with young people, parent carers and professionals so people feel listened 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	**Complete**. 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.		It has not been possible to collect feedback on this measure to date. We are investigating alternative methods for capturing feedback on the posters and leaflets.
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)	48% to date (based on 32 responses). Feedback enables continued improvement of the local offer in line with user needs and includes: "There is comprehensive information – user friendly". "Great information and helped my understanding." Regular meetings with parent carers are in place to discuss development of the local offer. Focus groups on 30th August created valuable discussion and feedback to enable us to create a co-production plan moving forward. Monthly meetings now in place with WPCV, ICT and Family Information Service to coproduce improvements moving forward. Improvements have been made to the landing page to improve navigation, and WPCV representative is now more confident that a process is in place to get changes.
		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	**Complete**. 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	100% of young people, parent carers and professionals surveyed feel listened to,	May 2022, December 2022	**Complete**. Focus Group event held on 30th August 2022 to capture feedback from children, young people and families. Forum for young people with SEND ('IMPACT') in place to ensure ongoing engagement, and monthly meetings set up

		place.	involved in decision making and satisfied with the process.		with parent carers, WCC SEND staff and ICT team to ensure continuous improvement on the SEND Local Offer. Positive feedback from WPCV representative includes: *'I feel more confident we have a process to get changes'*.

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.

Warwickshire County Council

WARWICKSHIRE PARENT CARER VOICE

NHS Coventry and Warwickshire Integrated Care Board

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
Area 1: The waiting times for Autism assessments, and weaknesses in the support for children and young people awaiting assessment and following diagnosis of Autism		
Director of Commissioning	Matt Gilks	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
Specialist Teacher and Lead for Autistic Spectrum	Eve Godwin	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
Area 2: The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level		
Assistant Director, Children & Families	John Coleman	WCC
Development Team Manager, Children & Families	Jo 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
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.		
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

Area 4: The lack of uptake staff training for mainstream primary and secondary school staff to help them understand and meet the needs of CYP with SEND		
Head of SEND and Inclusion and Educational Entitlement	Marie Rooney	WCC
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	
Area 5: The quality of the online local offer		
Family Information Service (FIS) Operations Manager	Jo Rolls	WCC
Family Information Service (FIS) Officer	Linda Saw	WCC
Project Manager	Max Beesley	WCC
Manager 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
AAG	Area Analysis Group (schools)	DMO	Designated Medical Officer
AATI	Attachment and Trauma Informed	DSG	Dedicated Schools Grant
ABP	Area Behaviour Partnership	DSL	Designated Safeguarding Lead
ACEs	Adverse Childhood Experiences	DSW	Designated Social Worker
ADHD	Attention Deficit and Hyperactivity Disorder	EDT	Emergency Duty Team
AEP	Alternative Education Provision	EET	Education Entitlement Team
ALDAAR	Autism & Learning Disability Admission Avoidance Register	EET	Education Employment Team
ALT	Acute Liaison Team	EHCP	Education, Health and Care Plan
AP	Alternative Provision	EHCna	Education Health and Care needs assessment
ASC	Autistic Spectrum Condition	EHE	Elective Home Education
ASD	Autistic Spectrum Disorder	EMTAS	Ethnic Minorities and Traveler Achievement Service
AQA	Assessment and Qualification Alliance	ENAS	Extended Non-Attendance at School
BSL	British Sign Language	EP	Educational Psychologist
CAMHS	Child and Adolescent Mental Health Service	EPS	Educational Psychology Service
CCN	Community Children's Nursing	EY	Early Years
CETRs	Care Education Treatment Reviews	EYFS	Early Years Foundation Stage
CHC	Continuing Health Care	FAP	Fair Access Protocol
CHSWG	Children's Hearing Service Working Group	FE	Further Education
CIN	Child in Need	FIS	Family Information Service
CiN	Communication and Interaction Needs	FLT	Flex Learning Team
CLA	Child(ren) Looked After	FTE	Full-Time Equivalent
CLDT	Community Learning Disability Team	GCSE	General Certificate of Secondary Education
CORC	Child Outcomes Research Consortium	GLD	Good Level of Development
COVID	Coronavirus Disease	GP	General Practitioner
CQC	Care Quality Commission	GRT	Gypsy Roma Traveller
CVS	Community Voluntary Sector	HCP	Healthy Child Programme
CWICB	Coventry & Warwickshire Integrated Care Board	HELAC	Health Looked After Children
CWD	Children with Disabilities	HI	Hearing Impairment
CWDT	Children with Disabilities Team	HV	Health Visitor
CWPT	Coventry and Warwickshire Partnership Trust	ICB	Integrated Care Board
CYP	Children and Young People	IDACI	Income Deprivation Affecting Children Index
DCO	Designated Clinical Officer	IDS	Integrated Disability Service
DfE	Department for Education	IEP	Individual Education Plan

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