

Warwickshire's Local Area

Special Educational Needs and Disabilities (SEND) 0 to 25 Years Self- Evaluation Document

February 2023 - v4.0



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Introduction

Warwickshire as a Local Area can demonstrate many successes, including the outcomes that children and young people (CYP) with a special educational need and/or a disability (SEND) achieve. We have a positive culture of learning and securing evidence-based practice. We have a robust culture of challenge and support. Warwickshire County Council (WCC), the Coventry and Warwickshire Integrated Care Board (ICB, formed in July 2022) and Warwickshire Parent Carer Voice (the recognised Parent Carer Forum (PCF) for Warwickshire) have committed to a common Self-Evaluation that identifies our strengths and pathways for improvement as we achieve the common SEND vision of ensuring:

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

SEND and Inclusion Strategy 2019-2023

The Local Area of Warwickshire is ambitious to do better for all our CYP. We want CYP with SEND to thrive as members of their communities, receiving timely help and support that enables them to take the next step in their lives. All partners strive to give priority to the views and aspirations of CYP and their parent carers to enable a culture of mutual support, ownership, continuous growth, and development. We are increasingly skilled in relationship, strengths based and restorative practice and outcome-based commissioning.

Our aim is to ensure that those who may have a need are identified and sign-posted to the appropriate support and guidance at the correct time to ensure the best possible outcomes, via [Early Help](#) and the [SEND Local Offer](#).

WCC, the ICB and the PCF have formed the SEND and Inclusion Partnership to provide governance by continuously challenging, supporting and improving the quality of our work and our outcomes. The Schools Forum within Warwickshire also provides robust challenge to WCC in relation to its efficient use of resources.

The Local Area has come to a shared view of where we are in our effectiveness in identifying the needs of CYP, in meeting those needs and in securing good or better outcomes. Overall, we believe that there are many strengths within the Local Area in meeting the needs of all CYP and in particular those with SEND. There are also areas for further improvement and senior leaders across the partnership are committed to achieving these for the benefit of CYP, their families and carers.

Warwickshire welcomes a critical and supportive framework of review so that we continue to learn from the expertise of colleagues charged with the duty of inspection on behalf of Warwickshire’s CYP. The opportunity to celebrate our strengths, be challenged and supported on our areas for further improvement and to share and learn through this process is welcomed.

The Self Evaluation Framework (SEF) is reviewed by the SEND and Inclusion Partnership every six months and has been built up over a significant period of improvement work. Our SEF is a dynamic tool for us to reflect constantly on our practice, to test our assertions and

to identify our next steps. Our forensic self-analysis of outcomes drives our collective action to improve outcomes for CYP with SEND.

Strategic Objectives

The [Warwickshire SEND and Inclusion Strategy](#) sets out the agreed priorities for CYP with SEND, across the SEND & Inclusion Partnership. These were agreed in 2019 with parent carers and across statutory agencies, and developed following public consultation with CYP, parent carers, and local schools and settings. Our six agreed priorities are:

- Promoting Inclusion.
- Getting it right for learners with high needs.
- Improving health and social care for learners with SEND.
- Preparation for Adulthood.
- Transport.
- Workforce Development.

These six priorities follow a golden thread through our strategic thinking. The vision of the Integrated Care System (ICS) is: 'We will enable people across Coventry and Warwickshire to start well, live well and age well, promote independence and put people at the heart of everything we do'. One of the ICS key priorities is 'Enabling the best start in life for children and young people.' WCC's vision in the [Council Plan and Recovery Plan 2022-27](#), is to 'Make Warwickshire the best it can be, sustainable now and for future generations.'

Education priorities are captured in greater detail in the following strategies:

- [Warwickshire Education \(WE\) Strategy, 2018 to 2023](#).
- [Warwickshire SEND and Inclusion Strategy](#).
- Warwickshire's [SEND and Inclusion Change Programme 2020-2023](#).

The Coventry and Warwickshire ICS priorities are captured in the [Integrated Care Strategy](#).

As set out below in 'The Journey Since Reforms', it became apparent that a step change was required within Warwickshire to deliver our aspirations in our SEND and Inclusion Strategy. The principles and projects to deliver this phase of change are included within the SEND and Inclusion Change Programme (SICP) which was approved by WCC's Cabinet in June 2020. This ambitious programme is aligned to the Self Evaluation Framework and incorporates the above strategies along with the IMPOWER Review 2019, [DSG Recovery 2020 and the DSG Sustainability 2020-23](#).

In relation to considering the COVID pandemic, Warwickshire worked collaboratively throughout to support vulnerable CYP and those with SEND to adapt and thrive. In recognising that some CYP have been disproportionately affected, a [Recovery Plan](#) was developed which included priorities to target recovery activity and support to where most needed, and join up and work in partnership to maximise connections with partners (public services, private sector, communities, voluntary sector, and citizens) to speed up recovery.

There are approximately 125,858 CYP under the age of 18 who live in Warwickshire. This equates to 21% of the total population in the area. There are 88,284 CYP educated in state funded schools (aged 3-18). There are 171,010 0–25-year-olds resident in the county.

The total number of CYP with SEND of any kind in Warwickshire’s state-funded schools has increased by 13% from 12,921 in January 2020 to 14,598 in October 2022 (11,202 at SEN Support, 3396 with an Education, Health and Care Plan (EHCP)). The total number of CYP with an EHCP from birth to 25 is 5,352 (as at Jan 2023).

From 1st January 2021 to 31st December 2021, the Special Educational Needs and Disabilities Assessment and Review Service (SENDAR) issued 205 new EHCPs. Since 2018, the number of EHCPs issued in Warwickshire increased. However, 2021 and 2022 data indicate that the growth in EHCPs is slowing in Warwickshire with a 4.5% increase in numbers in 2021-22.

27% of Children in Care (CIC) in Warwickshire have an EHCP, just below the national average (28%). A further 21% are at SEN Support, in line with national average.

The Income Deprivation Affecting Children Index (IDACI) shows that 17% of CYP attending state-funded schools in Warwickshire live in areas of the county that are deemed amongst the most deprived. A higher proportion of CYP living in poverty are in the north of the county with pockets in the south.

Warwickshire has received a number of refugees from Afghanistan and Ukraine. Since the start of the 2021-22 academic year to date (September 2021 to November 2022), 192 CYP have applied for a school place in Warwickshire.

The proportion of CYP entitled to free school meals in Warwickshire as of January 2022 are:

- 20% in Nursery and Primary Schools (below the national average of 24%).
- 16% in Secondary Schools (in line with national average of 16%).
- 38% in Special Schools (below the national average of 40%).

For the academic year September 2021 to August 2022, the monthly average is 320 applications for free school meals, a 2% decrease on the previous academic year 2020-21 (monthly average 326, and a 21% decrease against the higher than normal 2019-20 academic year (monthly average 405). The monthly average for the first three months of the 2022-23 academic year is 344 applications. Although this shows an increase, fluctuations in the monthly applications may bring the average down by the end of the academic year.

Our local offer of education provision is outlined below:

- 547 - Early Years - Private, Voluntary, Independent (PVI) providers (94% Good or better Ofsted rating).
- 304 - Active Childminders (95% Good or better Ofsted rating).
- 243 - Providers of Childcare on non-domestic site (93% Good or better Ofsted rating).
- 6 - Maintained nurseries (100% Good or better Ofsted Rating).
- 191 - Primary Schools/Academies (88% Good or Better Ofsted rating).
- 23 - Primary School with maintained nursery classes.

- 72 - Primary Schools that lead childcare on site.
- 36 - Secondary Schools/Academies (86% Good or better Ofsted rating).
- 15 - Resourced Provision (68% Good or better Ofsted rating).
- 11 - Special Schools/Academies (80% Good or better Ofsted rating).
- 19 - providers on our Independent Specialist Education framework, operating 27 schools. 21 of these schools (78%) are rated good or better. Overall we fund places at 80 independent specialist schools or colleges.
- 1 - 6th Form College (previously rated Good but now an Academy no inspection grade).
- 3 - Post 16 colleges (100% Good or better Ofsted Rating).
- 17 - providers on our Alternative Education Framework, operating across 20 different settings, five of which are registered schools or Colleges.

Across Warwickshire 1,571 CYP with EHCPs (32.9%) attend mainstream schools (up from 31.3% in 2021). The number of CYP in Warwickshire's Special Schools has increased from 1,217 to 1,563 (2017 to 2022). The percentage of CYP with EHCPs attending state special schools is 32.8% (reduced from 33.8% in 2021).

There are currently 250 CYP who attend Independent Specialist Provision (ISPs) commissioned by WCC. The percentage of CYP accessing ISPs has fallen from 8.6% to 5.2% (2017 to 2022). The reduction in the percentage of CYP accessing ISPs is greater than the reduction nationally and is now in line the national average. 27 Warwickshire CYP are currently educated in ISP residential settings of which 20 are in receipt of an EHCP. WCC is working closely to support local Alternative Education Providers (AEPs) to become DfE registered. The impact of DfE registration will be that WCC will be able to make more placements locally at settings we will expect to have a good or better Ofsted rating.

Community Health Services for CYP at South Warwickshire University NHS Foundation Trust (SWFT) were judged Outstanding by CQC (December 2019). Key points included:

- A fully embedded culture of continuous learning, improvement, and innovation throughout the community service for CYP.
- Staff were committed to continually learning and improving services.
- Health visitors introduced 'Outcome Stars' to help identify and assist parents who may need extra support.
- Physiotherapists introduced free training courses to early years providers to support staff in helping children to be fit for learning.
- Occupational Therapists have initiated equipment days which enabled families to try out a range of suitable equipment in a one stop approach.
- Speech and Language Therapists have introduced 'babbling groups', for children born with cleft lip and palate.
- The introduction of 'Chat Health' text services for mothers and young people, school nurse parent drop-ins, and the use of video interactive guidance to promote positive parenting.

NHS Coventry and Warwickshire Partnership Trust (CWPT) provides a wide range of expanding physical, mental health and learning disability services to CYP and older adults over many sites across Coventry, Warwickshire and Solihull. Coventry and Warwickshire Partnership NHS Trust were given an overall rating of Good by the [Care Quality Commission \(CQC\)](#) and an 'Outstanding' for care and compassion (December 2018). Key points included:

- CWPT has been recognised locally and nationally by receiving awards for the services they provide.
- NHS England named CWPT a [Global Digital Exemplar](#) – one of only seven mental health trusts in the country to gain this status; this allows them to transform patient care through new technologies.
- Staff were acknowledged as receiving training on an extensive range of therapeutic interventions and provided care in line with National Institute for Health and Care Excellence guidelines.
- Care plans captured the voice of the young person and placed them at the centre of their care. Young people were actively involved in reviewing their progress towards their goals and outcomes.
- Staff reviewed complex cases using a multidisciplinary approach and were able to seek support and guidance to ensure risks were appropriately managed. Care records contained up-to-date individual risk assessments and management plans.

Warwickshire will continue to strengthen its strategic partnerships as it develops the new SEND and Inclusion Strategy for 2014-30 to enable the best start in life for all children and young people, including those with SEND. Key priorities for 2023 will be to successfully deliver the Written Statement of Action priorities; continue to deliver our improvement programmes; develop the new SEND and Inclusion Strategy; and prepare for the next inspection under the new inspection framework.

Journey Since the Reforms

Phase 1: Responding to the Reforms (2014-2015)

In 2014, Warwickshire agencies worked together to prepare for the reforms and participated in joint working across the West Midlands region. It was clear that a long-term strategic approach was needed to deliver the changes to the commissioning of education provision and existing structures. The SEND Partnership Board was established across Education, Health, Social Care, and the PCF to oversee these changes and the Vulnerable Learners Strategy was approved in April 2015.

Phase 2: Developing the Partnership and Implementing the Vulnerable Learners Strategy (2015-2018)

From 2015 to 2018, partners across Warwickshire worked closely to make significant changes. The SEND Programme Board met every half term (and continues to do so). Achievements in this period included:

- Developed a [SEND Provision Matrix](#).
- Created [Warwickshire Inclusion Kitemarking Scheme \(WInckS\)](#).
- Established Resourced Provision.
- Opened three Special Schools for Communication and Interaction Needs (CIN)/ Social Emotional and Mental Health (SEMH).
- Expanded existing Special Schools (an additional 140 places).
- Expanded Post 16 provision in colleges.
- Capital funding given to develop SEND PFA sites at NW&SL College and WCG.
- Submitted an AP Free school bid.
- WCC has provided significant capital investment for The Warwickshire Academy (a former independent Special School) to increase state-funded provision for autistic CYP, SEMH and challenging behaviour.
- Increased the number of supported internships from 12-57.
- Commissioned a tier-less children's emotional wellbeing and mental health service called [Rise](#).
- Developed the Designated Clinical Officer (DCO) and Designated Medical Officer (DMO) roles.
- Developed the Multi-Agency Safeguarding Hub (MASH).
- Increased the use of personal budgets in Social Care teams.
- Improved the care leaver offer.
- Established a Transitions team in Adult Social Care.
- Established a supported internships programme across the County.
- Created Specialist Hubs in two local Colleges.
- Published a Joint Strategic Needs Assessment (JSNA).
- The Education Entitlement Team (EET) was established bringing the Areas Behaviour Partnership together with statutory services.
- In August 2018 SENDIAS was commissioned to ensure high quality information, advice, and guidance to our parent carers and CYP.

The multi-disciplinary Disability Access Group continues to have oversight of the [Schools' Access Strategy](#) and the centrally held budget for adaptations, such as hygiene suites and acoustic improvements. WCC invests between £500k and £700k yearly in adaptations in mainstream settings to ensure disabled CYP can attend their local school.

Following the 2017 Children's Services inspection, Warwickshire:

- Introduced a new [integrated model for safeguarding children and adults](#). The single model allows for a family focused approach to working across the safeguarding landscape.
- Introduced our [Pathway to Change model](#) to develop shared language and understanding with families and partner agencies, which is in line with the Restorative Practice approach.
- Redesigned and implemented our MOSAIC system to reflect our new culture and reduce bureaucracy.
- Established a new permanent senior leadership and management team in the Children & Families Service.
- Redesigned our [Early Help Offer](#), including implemented redesign of Children & Family Centres and Family Support.
- Integrated the Youth Justice Team within the Children & Families Service.
- Redesigned and implemented services to keep children and families together, including a new Special Guardianship Order support team and participation team.
- Implemented a new quality assurance process and increased assurance activity including new case file and supervision audit, as well as practice weeks.
- Implemented a new career pathway and retention pledge for social workers and family support workers.

On 1 February 2021 Ofsted published an [inspection report](#) into children services at Warwickshire (the Report). The Report graded Warwickshire as 'good' in all areas. The Report highlighted key strengths in the service provided by the Council and the following areas were rated as good:

- the impact of leaders on social work practice with children and families.
- the experiences and progress of children who need help and protection.
- the experiences and progress of children in care and care leavers.
- overall effectiveness.

In addition, the inspectors formally noted four areas of improvement, as follows:

- the application of thresholds to escalate statutory involvement to a strategy discussion at the 'front door' when the criteria are met.
- ensuring that plans routinely include timescales for action.
- oversight and decisions for children in placements with connected carers that have not been approved.
- achieving a consistently high quality of practice for disabled children.

Within the Report the inspectors highlighted the service improvement journey since 2017 and the role leaders have played in working with partners and children and young people to support development. The Report noted that Social Workers listen to the views of children and ensure they are involved in decisions that impact them and highlighted how the service builds trusting relationships with children, young people and families to ensure families stay together where possible (including when children come into care placing them with their wider family if appropriate). The Report found that children in care are supported to live stable lives and make good progress and that care experienced young people are supported when they leave care with opportunities to strengthen their independence.

Improved case file audit processes in Children's Services have strengthened WCC understanding of practice. Key changes included:

- Incorporating feedback from children and families within the audit and viewing the case file when moderating the audit.
- Training for team leaders on completing audits to improve management oversight.

Phase 3: SEND & Inclusion Strategy and Change Programme (2019-present)

Since 2019 WCC has built on the developments in Phase 2 as follows:

- In April 2019 WCC Cabinet agreed the SEND and Inclusion Strategy.
- September 2019, a Peer Review was undertaken.
- In November 2019 the IMPOWER review took place.
- In January 2019 the Alternative Education Provision (AEP) Framework was set up.
- March 2020 the Ofsted Inspection of Local Authority Children's Services (ILACS) commenced (paused on 13th March 2020 and subsequently cancelled due to COVID).
- In May 2020 Dedicated Schools Grant Recovery & Sustainability Plan approved by the Schools Forum.
- In July 2020 WCC Cabinet agreed to invest over £1m to develop the SEND and Inclusion Change Programme.
- A new Occupational Therapy model, including Sensory Assessment (if clinically indicated) was designed.
- An independent review of the 24/7 Crisis Offer for CYP delivered by CWPT has recently been undertaken by People Too.
- A system wide focus on the redesign of the neurodevelopmental pathway is underway.
- Coventry City Council, WCC and the ICB have invested in an integrated commissioning team for autistic CYP and adults and learning disabilities.
- £12 million investment from the Children's Transformation Fund provided by WCC (including £3.9 million from the DfE Strengthening Families, Protecting Children programme).
- Implemented Strengthening Families, Protecting Children and Families, Families Valued model.

- Implemented a multi-disciplinary team with adult substance misuse, mental health, and domestic abuse workers, working alongside Children’s Social Care and Early Help.
- Increased support through [Early Help Offer](#).
- Increased our, [Youth Service offer](#).
- Implemented a Family Drug & Alcohol Court (FDAC).
- Increased recruitment and retention of Foster Carers.
- Opening WCC’s Children’s Home.
- Increased support for Special Guardians.
- WCC commissioned a specialist nursing post specifically for unaccompanied asylum-seeking children.
- WCC commissioned a specialist speech and language therapy provision specifically for children and young people within the youth justice system.
- Increased edge of care support to keep families together with a new Systemic Social Work Team, Prevention & Intervention Team and Adolescent Support.
- In July 2021, the Local Area SEND Ofsted and CQC inspection was undertaken, and in January 2022 the Local Area published its [Written Statement of Action](#) (WSOA) to address the significant areas of weakness.
 - The waiting times for Autism assessments, and weaknesses in the support for children and young people awaiting assessment and following diagnosis of Autism.
 - The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level.
 - Incorrect placement of some CYP with EHC plans in specialist settings, and mainstream school leaders’ understanding of why this needs to be addressed.
 - 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.
 - The quality of the online local offer.

Positive progress has been made on the WSOA to date, although there are some areas that require further improvement.

- In October 2021 the [Warwickshire Children & Young People Strategy](#) 2021-2030 was approved. This establishes a clear aim for Warwickshire to be a child friendly county and to work towards a more integrated delivery and commissioning model, to improve services for children and their families.
- WCC was judged as ‘Good’ in all areas for children’s services in the ILACS inspection. [The report](#) published on 1 February 2022 by Ofsted found that children and families in Warwickshire benefit from consistently good quality services at an early stage, making a real difference to their lives. Ofsted found that WCC social workers listen carefully to children and make sure that children’s views inform decision-making. Social workers were found to be building stronger, more trusting relationships with families, giving parents confidence to develop their parenting skills.

Warwickshire's Local Area SEND Self-Assessment 2023

Warwickshire's self-assessment reflects the key questions set out in the Ofsted Framework summary to identify current performance and areas for further improvement.

Q1) How effectively does the local area identify children and young people who have special educational needs and/or disabilities? (this includes children and young people being considered or assessed for or having EHC plans and children and young people who are being considered or assessed for, or receiving, special educational needs and/or disability support).

Timeliness

The 'Assess, Plan, Do, Review' process is embedded within education settings. An [EHCP referral](#) can be initiated at any point following this process. All requests for Education, Health and Care needs assessments are considered at the weekly Statutory Panel. The Statutory Panel is a multi-disciplinary panel consisting of Senior Leaders from across Education, Health and Social Care.

Requests for statutory assessment are frontloaded with a family conversation which incorporates the family's views and a separate record of the child's voice. Warwickshire issued 74.9% (74.8% including exceptions) within 20 weeks of referral. Whilst this is a decrease of 15.1% on the previous year, Warwickshire's rate is still about the national and West Midlands rate and significantly above that of our statistical neighbours.

New guidance on EHCP Annual Reviews was issued in October 2018 and is based on a person-centred review and streamlined paperwork. Performance of the processing of Annual Reviews has been monitored since September 2019. In the academic year until June 2021-22, 66% of CYP with an EHCP had an Annual Review recorded, with 7% receiving a decision within four weeks. Warwickshire has in place a designated Social Care EHCP Coordinator providing a link between Social Care and the SENDAR team to ensure clear communication and decision-making.

There has been a 71% increase in the number of EHCPs since 2014 (from 2781 in Sept 2014 to 4768 in May 2022), which in part is reflective of the extension of age range and inclusion of FE and training providers in current statutory responsibilities. 2022 data indicates that the growth in EHCPs is slowing in Warwickshire with a 4.5% increase this year compared to 6.1% the previous year, and this is below the rates nationally and regionally. The number of requests for Education Health and Care needs assessment (EHCna) has risen from 644 in 2017 to 1319 in 2022. In the past 12-months this has equated to a 56% increase.

Warwickshire has a statutory duty to confirm placements transferring from Year 6 to Year 7 by 15th February. 86% of transfers were confirmed by this date in 2022. For post 16 settings the deadline date is 31st March. 93% of Year 11s and 97% of Year 14s had their onward destination confirmed by the deadline in 2022.

Identification

Effective local arrangements are in place through the Integrated Disability Service (IDS). IDS is a teaching and learning service and works in close partnership with a range of Health and Care services to support CYP with SEND and their families. This is in homes, childcare, EY Settings and schools. Most referrals come via a Single Point of Access (SPA). As of December 2022, referrals can now be completed on-line. Referrals lead to action within 10 working days or within 48 hours in the case of a baby with hearing loss. 749 are currently known to IDS 0-5. 427 children are currently subject to a Child Protection Plans in Warwickshire, a significant proportion, 39%, are aged birth to five.

A 'Team Around the Child' model known as Early Support (not to be confused with Early Help) is adopted for children with complex needs in the early years. Advice and support are offered to all through a weekly on-call service or signposting to appropriate local activities and services where needed. The pre-school team works closely alongside the Early Years Quality, Standards and Safeguarding team, SENDAR and the Educational Psychology Service (EPS) in addition to Health colleagues. This enables the coordination of assessment between agencies and avoids unnecessary duplication.

A 'one contact approach' opens the door to a range of different teams including:

- Home/family support (Portage and/or Specialist Teaching).
- Childcare Co-ordinators.
- 0-5 Specialist Teachers.
- Hearing Team: 0–19.
- Vision Support Service.
- IDS Physical Disabilities Team.
- IDS Complex Needs Team.

In addition, there are School Nurses, School Staff Nurses and a broad range of skill mix staff who have undertaken SEND training:

- Specific training given to relevant staff-registered, and skills mix, i.e., continence, Autism, ADHD, PDA, sensory, sensory processing, specific learning difficulties (such as dyslexia, dyscalculia) and social and emotional mental health.
- Specific preceptorship pack of the Learning Disability Practitioner in place to ensure that they have the training and skills for the role.
- The Learning Disability Practitioner provides regular updates to national and local key points relevant to SEND at monthly team meetings.

The Healthy Child Programme (HCP) is well established for early identification. This service is commissioned by Public Health and provided by SWFT for the 0-5 group. A programme of interventions can be tailored to meet individual needs. In order to meet needs, the staffing framework includes the provision of a Special Educational Needs Nurse (SEND) role for expert advice on more complex cases. In addition, there are School Nurses, School Staff Nurses and a broad range of skill mix staff who have undertaken SEND training. Health

Visitors have read only access to SWFT Badgernet maternity computer system which alerts the service to expectant women who may be carrying a baby with a known disability or genetic disorder. The same process is soon to be available with access to the George Elliot Badgernet system in 2023. Routine drop-ins are held for concerned parents of children who may have a communication need. A blended approach was taken during COVID, with face to-face assessments prioritised for specialist cases and those with safeguarding concerns and routine drop in continued during this period.

A review of Health Visiting Services has taken place and an action plan developed with the provider to support decision making around timings of the mandated contacts and improving performance in relation to the KPIs. Local metrics have been agreed between Public Health, Commissioners and SWFT to ensure all families receive contact and support from the service.

Clear handover guidelines from Health Visitors to School Nurses ('Transfer of Care Process') remains in place and is regularly reviewed, as well as pathways from health visiting to Warwickshire Pre-school Autism Service. New guidance has been developed to ensure efficient case holder handover on entry to school, tiered according to level of need: Universal, Universal Plus, Universal Partnership Plus and Child with Safeguarding/Child Protection Plan ('HV to SN Guidance 02.2020'). A new 'Universal and Targeted Pre School-Autism Pathway' has also been developed which outlines screening processes and referral pathways.

WCC and the ICS have in place clear pathways and provisions for early identification as outlined below:

- The LA needs analysis provided evidence of a significant growth in two areas of need, specifically social communication difficulties in particular Autism and SEMH across the age range.
- The Local Early Action Partnership brings together stakeholders from across Health, Education, Communities and District and Borough Councils to identify local needs and action plan accordingly.
- Community Paediatricians are specialist in the identification of complex needs.
- Maternity services and the Specialist Baby Unit have a pathway for those with identified long term conditions.
- Family Nurse Partnership Programme provides intensive antenatal/post-natal support to vulnerable young parents. Early graduation and handover to Health Visiting is at around 2 years of age. Early Intervention Health Visitors have recently been introduced. They have smaller caseloads for children and young people/families requiring a higher need of support.
- The Universal Provision Matrix provides clear guidance to settings on identification and a graduated response (0-25).
- WCC has introduced 'transitional funding' to improve the experience of moving from early years settings into school, for children who have received inclusion grant in early years but are not going into school with an EHCP.

- WInCKS (Warwickshire Inclusion Kitemarking Scheme) was co-produced with Early Years' settings and parents/carers. It promotes inclusion from early years. 38 childminders, settings and schools have been awarded the kitemark.
- Specialist perinatal and infant mental health. Health Visitors are liaising with the Rise team regarding identification of appropriate referrals.
- Specialist Health Visitors and one other Health Visitors are trained in Video Interaction Guidance. Health Visitors can refer in and the family is videoed and then feedback given regarding interaction and attachment issues, to look at improving this in a number of cycles.
- Warwickshire Pre-School Autism Service (WPAS) early identification pathway is managed by CWPT working with Speech and Language Therapists and Paediatricians from SWFT supported by IDS 0-5.
- Health Visitors will attend Individual Education Plan (IEP) meetings in Early Years settings and support with EHCP where appropriate and co-ordinate Individual Health, Care Plans (IHCPs) where required, and liaise with Compass from June of the pre-school year.
- Where an Early Years provider placement may be at risk due to unavoidable access issues; there are IDS 0-5 Specialist Teachers and dedicated Childcare Coordinators, who specifically support SEND childcare sufficiency.
- Specialist Teaching Service (STS) and IDS provide a traded offer to schools around individual child assessment (needs dependent), small group research-based interventions, modelling strategies and interventions.
- A new core offer is due to launch in September 2023 which will include EPS support for annual SEND Planning meetings in schools and STS Strategic SEND audits, both of which will support the early identification process as well as the effective use of SEND resources. This support will be provided free of charge to schools.
- The Educational Psychology Service provides both a traded and statutory service; through school subscriptions EPS support schools in early identification through the use of applied psychology within the assess plan do review process.
- Ethnic Minority Traveller Achievement Service (EMTAS) work alongside STS supporting individual child assessments to help identify if CYP have needs additional to their language needs and require SEN support.
- Additional posts have been created within EMTAS in order to support the large number of refugees and asylum seekers, particularly from Afghanistan and Ukraine, many of whom have experienced significant trauma and loss.
- The Vision Support Service (VSS) is commissioned by the Local Authority (LA) via Exhall Grange School (a school previously designated for visual impairment (VI)) to identify and support CYP with VI from birth.
- Working relationships between Children with Disabilities Team (CWDT) and the Transitions Team continue to strengthen in order to support the earlier identification of young people and to enable the transitions assessment to be undertaken in a timely way. In April 2022, the CWDT moved over to Adult Social Care, now renamed Social Care and Support, to join the Transition Team under a 0 – 25 service. Plans are being developed to look at how this can improve the journey of children with SEND and their transition to adulthood.
- Connect for Health delivers the School Health & Wellbeing Service for those aged 5 to 19. The school-age service offers health needs assessments universally in

mainstream schools for reception, year 6 and year 9 students. Health needs assessments are not currently offered in special schools, the Learning Disability Practitioner is part of a national group to develop a SEND health needs assessment. Children who may need additional support from the school nurse team at school entry will be identified at the Health Visitor and School Nurse handover meetings.

- All schools are provided with the [NHS Speech and Language Therapy Resource File](#) which is an information resource and details how to make a referral.
- All schools have access to the [Children's Occupational Therapy Fine Motor Programme](#) via the Occupational Therapy website.
- There is a robust and evidenced based process for EHC needs assessment at post 16.
- CWDT have transition policies in place for transitioning Rise Learning Disability (LD) young people into appropriate adult services where needed (at age 17).
- The Disability Social Care Transitions Team allocates a Transitions Social Care Practitioner to special schools. 6 monthly meetings with special schools, include health professionals, to identify young people who may have Adult Social Care needs.
- Early Help is led by the Children and Families Service and uses the Pathway to Change Plan as part of a stepped approach to support.
- Over the last 12-month (December 21-December 22) 76% of families open to Early Help and supported with targeted support have their needs met, issues are de-escalated, and they do not need to require specialist help (social care).

Select Area (by postcode):

- Select all
- North Warwickshire
- Nuneaton and Bedworth
- Rugby
- Stratford
- Warwick

Select Timeframe:

31/12/2021

31/12/2022

No. of closed
EH Pathways:

2338

No. of closed
TSO Cases:

1029

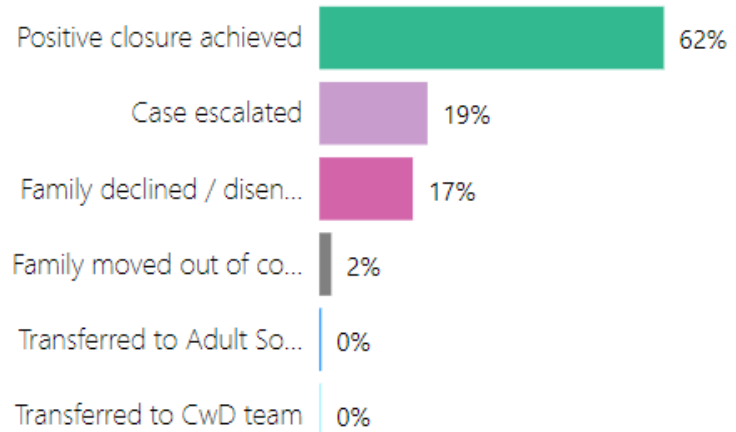
No. of closed
FSW
Interventions :

680

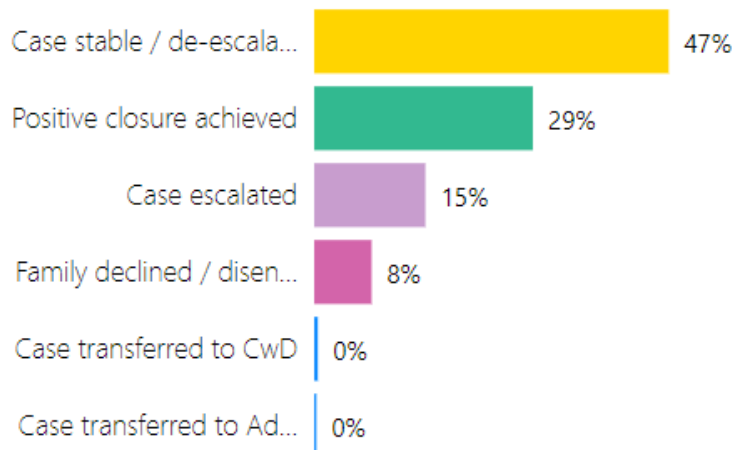
No. of FSW
Consultations
completed:

1641

Closed Early Help Pathways by Outcome:



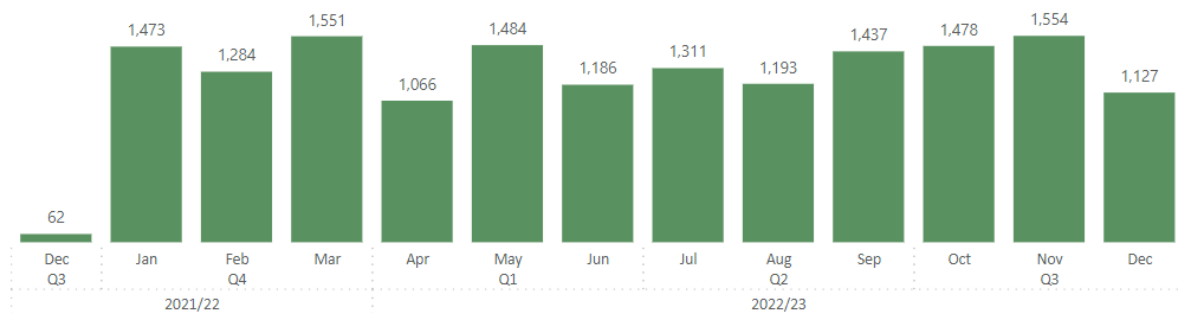
Closed Targeted Support Cases by Outcome:



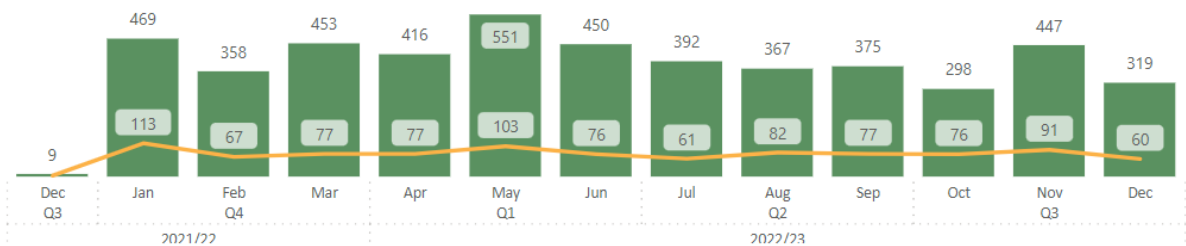
- Restorative practice has been adopted and the offer has significantly increased including parenting programmes such as Solihull Approach and Malachi.
- Early Help Children and Families Service has a close working relationship with education and learning, offering parenting training, support, advice and guidance to parents, schools, and communities.
- Early Help has been further strengthened with the introduction of:
 - Three Early Help Social Workers (two are based in Localities and one within a school). - One Head Teacher Coach raise confidence, capability, and capacity in relation to Early Help with Designated Safeguarding Leads (DSL's) and Head Teachers.
 - Two Assistant Psychologists as a fixed term for 1 year to embed the "Incredible Years" parenting programme across Warwickshire and offer specialist parenting consultation (NB there is now one permanent Psychologist post in place).
 - We have implemented additional Education and Nursing Capacity into the Front Door which improved multi-agency decision making and analysis.

- Timeliness of decision making within the Front Door has significantly improved, with completion in three days standing at 95% in December 2022.
- Clear established processes for identifying appropriate support through Early Help and Social Care which are published online (Spectrum of Support, Triage Tool, Early Help Pathway to Change Processes, Stepped Approach).
- The Family Support Line introduced January 2020 as a mechanism for families and practitioners to receive immediate information, advice, and support.

12-month Data for Contact to the Front Door



12-month Data for Referrals and Re-Referrals to the Front Door



- SENCO support networks and surgery time in EY, with childminders and at school age, which supports capacity building.
- The EET support the school workforce to ensure they employ effective strategies to prevent suspensions and exclusions and support CYP at SEN support and those in receipt of EHCPs to have their needs met within the mainstream school sector.
- Significant Adult Professionals and Inclusion Mentors work very closely with school leaders and colleagues to challenge and support. The Significant Adults and the Secondary Behaviour Leads disseminate best practice in delivering a whole school graduated response. The EET and the SENDAR team work very closely together to lower exclusions and increase the number of exclusions rescinded by schools.
- Partnership working between Health, Education and Social care to meet the needs of CYP with complex health needs locally is well established in Warwickshire. SEND is an integral part of our Continuing Care processes. The monthly meetings focus on tripartite planning and agreement to fund, enabling planning for education from the start and consideration of rented housing in the area if the family home is unsuited to the family's changing needs. Meetings continued during the pandemic, ensuring our learners with complex needs, including those requiring aerosol generating

procedures, could be in education. Tripartite support was given in the home to those CYP and families shielding.

- Specialist Speech and Language Therapists and Teachers of the Deaf provide joint training to Health Visitors to raise awareness of deafness, what to look for and how to refer.
- As part of the SICP, WCC has set up an engagement focus group to promote the work going on regarding SEND in Warwickshire and signpost support and services relating to SEND. We are particularly focusing on hard-to-reach groups. The focus group is made up of representatives from the Gypsy, Roman Traveller Service, school leaders with high numbers of GRT children and armed forces children, EMTAS, community support groups, parent carer forum, as well as representatives from WCC's SICP programme. Several opportunities to both promote and support regarding SEND have been organised and planned. These include attending an armed forces health event, supporting events in GRT month and attending an elective home education social event. Links with local faith communities to work with the above named groups around SEND information and support have been established.

Identification of Children's Health, Mental Health, Neurodivergent and Wellbeing Needs

The ICB, WCC and Coventry City Council are working together through a joint Rise Transformation Programme, which is underpinned by a jointly developed Rise Local Transformation Plan (LTP). Public Health, commissioners and providers are part of the Children and Young People's Mental Health and Emotional Wellbeing Board overseeing the plan.

An All-Age [Autism Strategy \(2021-26\)](#) for Coventry & Warwickshire was launched in April 2022. [Community support services](#) for children and adults are delivered by Coventry and Warwickshire Mind (a not-for-profit local parent-led organisation) to deliver pre- and post-diagnosis support for young people and families on the waiting list for a neurodevelopmental diagnostic assessment. Support includes 1:1 support worker, parent/carer, and peer support, social group support in the community, including sibling support.

Partnership working with Rise is being strengthened. There is a renewed Coventry and Warwickshire partnership approach to supporting children in crisis. The service operates with one single point of entry through the 'Navigation Hub' to allow a 'tier-less' system which is responsive to a range of needs. These interventions are delivered in partnership with Coventry and Warwickshire Mind in collaboration with Early Help, Social Care, CVS and have close links with community partnerships allowing for a system approach to ensure CYP Emotional Wellbeing and Specialist Mental Health are seamless. The focus of this service is early intervention and prevention.

Throughout the COVID emergency response all Rise services remained open to CYP. Additional digital resources were added to the CW Rise website to enhance the offer and to provide advice, guidance, and signposting for CYP, parents/carers and professionals. There was outstanding partnership work during COVID. The Rise waiting list team increased its

capacity both in terms of the admin function and the clinical function. Rise contacted all CYP and their families awaiting their follow up interventions and offered immediate support, guidance and where needed interventions using digital platforms. Further ongoing group activity in specialist mental health services was established using the Zoom professional platform for parents and young people. In addition, Neurodevelopmental services provided specialist capacity into the Crisis Service during January and April 2021. WCC Social Care response to concerns about self-harm or suicide during the COVID emergency increased as follows:

- All young people who either present at Accident and Emergency (A&E) or are seen by the ambulance service are referred into children's services through the existing referral route into MASH.
- Any young person who presents as vulnerable or a risk within an education provision is also referred in if it is deemed that extra support is necessary.
- All such referrals are screened, the family is contacted as is the young person if they are Fraser competent and well enough to speak to us.
- In consultation with the young person and family a support plan is agreed. This may include a referral for a child and family assessment, a referral for early help support or signposting for appropriate support.
- Where it considered a serious safeguarding risk a strategy meeting would be convened.
- Where there is a cluster, each young person is considered, and the cluster protocol is initiated and led by health colleagues (Rise).

Video Interaction Guidance (VIG) undertaken by Health Visitors with additional training, supports families with preschool children, in particular those, where there may be attachment difficulties, or for some children with SEND where interaction with their parents or caregivers may be impacted on. The VIG practitioner will take a short video (5–10 minutes) of the caregiver with the baby/child. They will then look at the video and choose approximately 3–4 short clips which show the successful moments between parent and child. Speech and Language Therapists carry out parent child interaction therapy and Paediatric Autism Communication Therapy (PACT) with autistic children and who are pre-verbal (evidence-based approach). The Children's Therapy Services use report formats which focus on assessment and intervention around Preparation for Adulthood outcomes (from year 9). The following tools are available within Warwickshire:

- [Kooth](#) - a digital platform that provides early intervention and prevention mental health support to CYP and young adults aged 11– 25. Kooth offers counselling through chat, peer to peer support, journals, magazines, discussion boards and an anonymous safe place for CYP to access support.
- [Dear Life](#) - a new suicide prevention website, dearlife.org.uk, aims to reach people in Coventry and Warwickshire who are seeking support or anyone who is worried about a loved one or someone they know.
- [Dimensions Tool](#) - a web-based tool helping parents, CYP and professionals to find well-being support in the Coventry and Warwickshire area, which is specific to

individual needs. The tool provides relevant advice, support and local interventions that may be helpful.

In addition to the above, the Mental Health Support Teams (MHST) programme (part of the National mental health NHS trailblazer scheme) is a joint project established in South Warwickshire and being rolled out to North Warwickshire, Nuneaton and Bedworth, and Rugby providing additional support in some schools for SEMH.

[CWMind](#) delivers support to schools through workshops, whole school assemblies and advice, guidance to enable school staff to provide support to pupils. CW Mind provide mental health support to CYP with emerging mental health needs, anxiety, depression, and emotional distress.

[The Transforming Care](#) multi-agency project has commissioned the Intensive Support Service to reduce the number of young people escalating to tier 4 in-patient settings. This has led to significant change for CYP at risk. Significant work continues to be undertaken to expand mental health crisis care for CYP in Coventry and Warwickshire, aiming to minimise the number of presentations to A&E in mental health crisis, to improve experience of care where an admission does become necessary and provide support beyond a crisis presentation. This has included expansion of the Acute Liaison Team (ALT) provision to 7 days a week, and a new service named Tier 3.5 which incorporates crisis response and home treatment.

In 2022, a package of over £10m of system investment was agreed to reduce the back log of assessments, deliver timely diagnostic assessment, and deliver improved pre assessment and post diagnostic support for children and adults. There has been close partnership working with Coventry and Warwickshire Partnership NHS Trust to reduce the longest wait for a diagnostic assessment with a target of 13 weeks by March 2024. The investment has enabled the commissioning of additional provision of autism assessments from external providers, and the longest waits have been reduced from 242 weeks to an estimated 118 weeks (at December 2022).

Aligned with the [Autism Strategy](#), a system wide neurodevelopmental diagnostic transformation programme is established to address the following key areas:

- Timely diagnostic assessment.
- Reducing the current backlog.
- Improve information offer and pre assessment and post diagnostic support.
- Coproduction with Experts by Experience.
- Workforce Development

This strategy was launched in April 2022 at the initial 'Together with Autism' conference. This conference, and an additional two that have taken place across Warwickshire and Coventry, have been commissioned as part of the improved information and advice offer. This brings together parent carers, autistic individuals, and professionals to attend workshops, topical presentations and speak with local support services. A comprehensive [e-booklet for neurodivergent people and their families](#) has been coproduced and a webpage of information and advice is also underway. Other actions include piloting a differentiated

diagnostic assessment model; recommissioning a new All-Age Community Support Service for neurodivergent individuals (by April 2023); and 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 and inform improvement planning. Impact from all these measures is being seen, with children, young people and families now facing less of a wait to access an autism diagnostic assessment (longest wait halved from 242 weeks in January 2022 to an estimated 118 weeks in December 2022). This was a key area in our Written Statement of Action which has had significant action resulting in improved experience for children, young people and families.

Education Services have commissioned Autism Education Trust (AET) Training from birth to 25 expanding the offer of training to all schools and educational settings. In addition, all Specialist Teachers are now trained in AET. Free level 1 training has been promoted to all schools and uptake of training has significantly increased in 2023. An education stepped pathway for autism is being developed for schools, to provide information and advice on reasonable adjustments and access to support, with or without a diagnosis for autism. Free Mental Health First Aid training has also been offered to Warwickshire schools, colleges, Alternative Provision and Independent Specialist Provision since September 2022.

Q2) How effectively the local area assesses and meets the needs of children and young people with SEND (this includes children and young people being considered or assessed for or having EHC plans and children and young people who are being considered or assessed for, or receiving, special educational needs and/or disability support).

Warwickshire has more CYP with an EHCP than the national average (277 compared to 270 per 10,000 population). As of May 2022, 32.9% of CYP with an EHCP attend a mainstream setting, compared to 41.4% nationally. 32.8% attend a special school compared to 29.6% nationally and 5.2% attend an Independent Specialist Provider, exactly in line with the national figure. The SEND & Inclusion Strategy concluded that we are inconsistently inclusive in our mainstream settings. The SEND & Inclusion Change Programme is seeking to improve standards in our mainstream settings through guidance, resources, and workforce development, so that more children can have their needs met in their local school.

Warwickshire continues to value specialist provision. State-funded specialist provision has grown through opening new schools, based on needs analysis, and expanding existing provision.

Focusing solely on EHCPs that were newly issued during the 2021 calendar year the percentage of Warwickshire children that were placed in ISP provision was 1.4% (equating to 7 children out of 492).

At post-16, Warwickshire has above average use of further education colleges (17.8%), and less than national average use of specialist post-16 institutions (1.1%). This reflects the work with local post-16 providers to develop mainstream provision for young people with SEND.

Warwickshire has seen an increase of 'other provision', particularly at post 16, through the Flexible Learning Team (FLT) (WCC Medical Needs Provision) and local alternative providers. There is a Specialist Senior Educational Psychologist for Preparation for Adulthood, with a remit for providing advice to the High Needs Provision Panel, leading on capacity building and training with mainstream and specialist post-16 providers.

Ensuring children of school age are on a school roll and deploying the appropriate use of alternative provision throughout the local offer are two projects within the SEND & Inclusion Change Programme.

Local Offer

The redesigned [SEND Local Offer](#) was launched in September 2021 and is promoted by the Family Information Service (FIS). WCC is committed to ensuring the Local Offer is used effectively as a tool, for promoting inclusion and navigating parents and practitioners through inclusive pathways. Visits to the Local Offer have increased; between April – December 2022 saw an average of just over 8,000 unique page views every month. Feedback about the graphics and style of the website is positive, in a recent EHCP survey 44% of respondents said they looked for information on the website and 28% said it was helpful.

Co-production is embedded in strengthening of the Local Offer; sessions have been held with CYP, families and professionals to improve the site. Resources have been committed to ensure it will be maintained and further improved.

Warwickshire SEN and Disability Information, Advice and Support (SENDIAS)

WCC commissions SENDIAS through the charity KIDS to provide independent support for parents and carers of all CYP with SEND from 0-25 years of age. There is high satisfaction for the support received and KPIs are being met, with termly reports on the service and there are regular contract monitoring meetings. Over 100 families contact the service each month for advice and support.

SENDIAS is fully represented on the SEND workstreams and have supported SENDAR e.g., re-writing standard letters. To maintain capacity in the service, additional funding from across Education, Health and Social Care has been secured.

In addition, the [Warwickshire SENDIAS | KIDS](#) website contains a wealth of online resources, both local and national. There is also a dedicated young people's page. This gives 24/7 information for parents, carers, and young people. The active social media presence was particularly effective during COVID as families were able to access current information in an accessible way. The team are very experienced and have extensive knowledge and can support on the full range of enquiries.

SENDIAS hosted a [Parent Carer Webinar](#) in November 2022 to explain their role to Warwickshire parent carers which was well attended by over 160 people and received positive feedback.

Co-Production, Joint Working and Engagement

There is effective partnership working across Warwickshire and a strengthened approach to coproduction and engagement, building on the Written Statement of Action. A renewed PCF, Warwickshire Parent Carer Voice (WPCV), was formed in April 2021 and has actively been recruiting to its membership to broaden its representation. A [Partnership Agreement](#) was signed in July 2021 and is being redeveloped to include a Coproduction Charter to reflect the [Four Cornerstones of Inclusion and Coproduction](#), so it is clearer and easier to articulate how we do coproduction in Warwickshire. The steering group has been trained in key coproduction principles by Contact and Genuine Partnerships, including sessions specifically with Senior Leaders in July 2022 and further sessions with Tier 4b Team leaders, to ensure that the principles of Coproduction are embedded, to establish a shared vision for coproduction moving forward. This is supported by an ongoing programme of Restorative Practice Training being rolled out to SEND Staff (90% at January 2023).

WCC continues to work with WPCV and young people groups to ensure effective co-production. A Young People's Forum was launched in May 2022 and is held online on the third Thursday of each month. This forum has and is being developed together with a core group of young people taking a strategic lead in conjunction with Participation Staff (Voice, Influence and Change). Young people have named their group IMPACT and designed their own logo. KIDS are providing support to the development of this forum through the Making Participation Work DfE funded project. Young People involved with IMPACT are positive about engagement, with 100% of young people surveyed reported they felt engaged and listened to (September 2022). Feedback includes: "We are getting there and making progress. Young people are getting more relaxed, growing in confidence and getting more involved" (September 2022) and "Young People should join IMPACT because it is a place to make friends, share experiences and it can be therapeutic to help improve services that have previously failed you" (January 2023).

The Chair of WPCV sits on partnership strategic decision-making groups and parent carer representatives are on all the working groups for the [Written Statement of Action](#). The WCC Participation Team (Voice, Influence and Change) help to facilitate a regular Coproduction and Engagement Hub which is in place with parent carers, providing increased capacity for coproduction and engagement. This allows for an open, regular and reliable way and enables a swift response to LA and WPCV need through the evolving reciprocal relationships and availability of parent carers to participate in coproduction and engagement activity. As well as the WPCV representational model of coproduction, Experts by Experience (EbE) are engaged in joint commissioning across the local area.

A [Live Feedback Form](#) has been coproduced with WPCV and staff, which provides a new method for families to share their experiences of services. These approaches are being continuously developed to embed into standardised practice and are helping to shape and further improve services. Warwickshire recognises that co-production and joint work with parents and carers needs continuous attention and development to build on what has begun to take place. A Joint WCC and WPCV Joint Evaluation of progress to date has been

coproduced. Quarterly reports are now taken to the SEND Leadership Team including Coproduction & Engagement Hub Activity and Live Feedback data.

Highlights of the coproduction activity of Coproduction & Engagement Hub to date include:

- [Live Feedback Form for SEND](#) (5.04.2022) with WCC Staff & WPCV.
- [Neurodevelopmental e-booklet](#) (11.2022) – with CWPT, Dimensions, WCC Staff, Coventry City Council Staff, WPCV, Grapevine
- [School Inclusion Charter](#) (21.11.2022) – with WCC Staff, Schools, WPCV, IMPACT
- [School Exclusions Film](#) (6.12.2022) with Warwick LINC, WCC Staff, WPCV, Bailey Wright & Co Solicitors. We also liaised with SENDIAS, who remained impartial, but supported the work.
- Coproduction Charter DRAFT (Jan 2023 in progress)
- Autism stepped approach (Jan 2023 in progress)

Feedback from parent carers to date is showing improvement, but it is recognised that more needs to be done to embed a consistent approach to coproduction and improving relationships with parent carers. Evidence from the live feedback form to date (April to December 2022):

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%

In addition, 96% of staff report an increased understanding of what life is like for families with SEND; 97% of schools surveyed report they are aware of the Local Offer and where to find information; but only 17% of parent carers agree that schools are aware of resources and support.

Codesign and coproduction are key features of the strategy and commissioning approach. Commissioning links have been established with WPCV. Our [Carers Strategy](#) and [Coventry and Warwickshire All Age Autism Strategy](#) have had service user involvement. The approach to supporting young adults (aged 16 years and over) in the community to move away from a service-based commissioning approach is currently being codesigned. These are all underpinned by the [new Communities Strategy \(2022\) of the ICB](#).

The proactive Children's Hearing Service Working Group (CHSWG) has a parent as Chair and other parental representation. Regular Hearing Team newsletters for families, celebrate successes, promote role models and positive images of deafness, while BSL Family Signing Groups, which continued virtually through COVID, help to empower families. The Rise outcomes framework was developed following an extended period of engagement and coproduction to inform service design. The Dimensions Tool which is free to use was developed by the Neuro team in conjunction with parents and carers, referrers, and clinical staff within CWPT.

The occupational therapy offer into special schools works closely with schools individually to be responsive to each setting's needs. In response to a request from school the team attended parents evening as an opportunity to answer queries or signpost families to wider local area support.

For many years the speech and language therapy service has used the East Kent Outcome Scale (EKOS) which is a framework tool for setting and evaluating clinical outcomes. The framework allows Speech and Language Therapists to coproduce outcomes with families and settings.

A further example of parent engagement is representation from WPCV on the working group to redesign and commission the community autism support service, including specification development and all associated procurement activity for this service. A member of WPCV sits on the Autism Partnership Board which is also co-chaired by an Expert by Experience. Young people are actively engaged in the development of projects and activities. Examples of engagement include feedback on the independent travel training, local offer, review of overnight short breaks, aspirations for life after school. A new Young People's Forum for SEND (IMPACT) is now in place to strengthen the voice of young people in shaping SEND services.

Our approach to quality assurance – See, Hear and Act, is based on customer and professional feedback.

Warwickshire's Area Behaviour Partnerships (ABPs) and Primary School Consortia continue to sustain a very active role in promoting ethical leadership and inclusion. The ABPs developed strong professional partnerships with multiagency membership providing support, advice, and challenge to negate permanent exclusions. This has also been underpinned by a highly effective Fair Access Process that ensures CYP are readmitted back into maintained schools/ academies in a timely manner. The Children Receiving their Educational Entitlement project has worked effectively through the [Fair Access Protocol \(FAP\) multi-agency gateways](#) to successfully re-admit unplaced CYP. The "W code" project and the drive of ethical leadership has supported re-admission of CYP back into schools via the FAP gateways.

Communication

There is extensive and frequent communication via newsletters, email alerts and social media. A new look monthly SEND newsletter has been much improved by working more closely with WPCV since November 2021 and there have been 1,564 new subscribers to date. WPCV have contributed to the focus of the content, so that it is more appropriate for the needs of Parent Carers. There is also regular communication via social media with the Family Information Service and new [Local Offer Facebook page](#). This has reached 8,073 people in 2-months and it has 1000 followers.

[Regular webinars](#) are held with parent carers and professionals on a range of topics. Parent Carer Webinars are hosted by the WCC Participation Team and are facilitated through an MS Team meeting which allows two-way dialogue; the first section is recorded for wider

dissemination and the second half is open forum for discussion with Parent Carers and the professionals present.

In addition, information about Early Years provision is given in a range of different ways using social media, written communications, posters, and leaflets. A weekly Early Years Briefing and termly early years leads meetings provide a clear conduit for information and information sharing.

Dispute and Conflict Resolution

The number of mediations increased from 42 in 2017 to 138 in 2022. The number of appeals has remained constant from 2021 to 2022 at 123, despite a 32% increase in EHC needs assessments. Very often, appeals are filed without regard to mediation, but where mediation does take place it is effective in resolving the dispute, with 23% (below the national average of 27%) going on to appeal. A 'tribunal pathway', is in place which involves the Educational Psychology Service, to ensure that where cases go to appeal that the LA is confident of its evidence base for its decision. Information about the single route of redress is included on letters at the relevant points in the EHC needs assessment process.

Children in Care

2020-21 saw a significant increase in the number of children in care. One of the main reasons was COVID as it led to court delays which meant there were delays in getting children out of care. It is starting to slowly decline. There are 807 Children in Care in December 2022 (including unaccompanied Asylum-Seeking Children); this has reduced from 846 in December 2021.

Education, Social Care and Health providers seek to prioritise the needs of Children in Care. The Virtual School Headteacher attends Corporate Parenting Panel on a regular basis to present information regarding the educational progress of Children in Care in Warwickshire. The Virtual School has comprehensive records and monitoring and support arrangements. It maintains an oversight of all children in care, regardless of whether they are educated in Warwickshire or out of county. All children in care have a named Virtual School Education Adviser (pre-school and school age) or Education Officer (post 16) and all settings with Warwickshire children in care have a named designated teacher. All designated teachers receive training and support from the Virtual School. The Virtual School encourages designated teachers to identify and address Strengths and Difficulties Questionnaire (SDQ) scores, which are obtained annually via health checks. Virtual School Health are working with health teams to ensure consistent consideration of health needs.

Where there are concerns over the accuracy of assessment, Education Advisers liaise with schools. This is either by conversation with the designated teacher or by undertaking a monitoring visit to the school to explore provision in more detail. Appropriateness of support and intervention is monitored by the Virtual School and challenged where not meeting all identified needs, where there is a lack of progress or when the same intervention is used for an extended period.

Personal Education Plans (PEPs) are reviewed termly and attainment and progress data are collected; all PEPs are quality assured by the Virtual School. The CYP voice is a key part of every termly PEP review. All key professionals are part of termly PEP review process. All parties work together to ensure views are considered, the Virtual School are advocates and facilitators where any party raise concerns or there are disagreements or misunderstandings.

A multi-agency task and finish group explores joint commissioning arrangements for children in care with a focus on stability of placements. This has resulted in an Escalation Panel being established to ensure early identification of any placement issues and respond in a co-ordinated and timely manner to avoid placement breakdown. The task and finish group monitors the outputs of this group to inform best practice moving forward. There is a Designated Doctor and Designated Nurse for Children Looked After in place, work evidenced in an annual Health Looked after Children (HELAC) report.

Health Visitors provide a service for children in care including undertaking the individual health assessments required, appreciating they are more likely to have missed health opportunities. Clinical supervision for the staff is offered by way of the designated nurse.

Connect for Health have a dedicated Child in Care Nurse role in addition to Registered Nurses who complete the health assessments for children in care.

Rise have a dedicated Children in Care service. CW Mind offer specific support for children in care and work closely with this cohort of young people to prevent escalation into specialist Rise.

There is a focus on increasing the number of Attachment Aware and Trauma Informed Schools in Warwickshire, support to increase the capacity of schools to meet the needs of this highly vulnerable cohort of children/young people in in place. Bespoke work targeting settings in which there are concerns regarding attendance and/or risk of exclusion is undertaken.

Children and Families Social Care have a dedicated 14 to 18 Children in Care Team. There are currently 62 CYP in receipt of an EHCP of which 85% are enrolled in education provision. The team provide:

- Personal Advisors to young people when aged 17.5 to support transitions from care and education placements as they approach 18.
- Accredited independence training programme, Independence and Beyond, delivered by Warwickshire using a framework from National House Project. This will also compliment the independence training provided by Supported Accommodation providers such as St Basils and P3.
- Further support to those in Year 11, Yr12 and Yr13 in receipt of an EHCP who disengage from education provision, including a review of the contract with Prospects to ensure CYP Not in Education, Employment and Training (NEET) are receiving the support needed.

There is a Dedicated EHCP Coordinator for Children Looked After and Elective Home Education. The Virtual School Governing Body is in place with SEND representation.

Care Leavers

Children & Families Social Care have a dedicated team for Care Leavers who focus on:

- Preparation to independence.
- Improving access to education, employment, and training.
- Promoting stability and feeling safe and secure.
- Improving access to health support.
- Improving financial stability.

The service has continued to improve placement stability to prevent Care Experienced young people living in unsuitable accommodation or being at risk of homelessness. To achieve this 2.5 Full Time Equivalent (FTE) Homeless Prevention Workers have been appointed to support links with the five Districts and Borough Councils across Warwickshire. In addition, we have 3 careers and guidance officers working with our care experienced young people and asylum seekers. A Sessional Worker has also been appointed who is undertaking direct work (available during evenings and weekends) with young people who are at risk of homelessness. There are plans to appoint another sessional worker due to the success of this offer.

In July 2020 WCC commissioned a framework of providers of supported accommodation for Children in Care/Care Leavers aged 16 + and joined the West Midlands Regional Framework in February 2022.

Accommodation-based and floating Housing Related Support (HRS) is also available to all Warwickshire young people aged 16-25yrs. This service aims to support prevention of homelessness and improve the quality of young people's lives, by promoting independent living and supporting young people to build on their existing skills and capabilities. In addition to the 16-25yrs service WCC commission a specific floating HRS service for young people (from 16yrs) and adults with disabilities.

In August 2022 WCC awarded a new contract for Supported Lodgings to provide a service for 16-21 year-olds. These provisions support young people to develop their practical skills and emotional resilience to prepare them for move on to independent living.

Accredited Independent Living Skills Training (AQA) is delivered by Doorway and via our supported accommodation providers. The completion of independence training to a suitable standard is a condition of move on for young people in supported accommodation. During COVID restrictions Doorway continued to engage with young people with a remote/virtual offer. This service will be available under the current contract term until July 2024, the aspiration for WCC is that it will have developed an internal accredited programme, utilising learning from the House project to offer to all eligible young people across Warwickshire.

The team have developed an opportunity for Care Experienced young people to chair their own reviews and a Grand Mentors Scheme to support young people. WCC has also set up its own Young Inspectors programme which uses the skills and experiences of young people to support in the quality assurance process of the provisions WCC purchases for young people 16yrs+.

The Controlling Migration Fund was granted to Warwickshire for Young People Seeking Asylum in care with a focus on social integration and mental health. A proportion of the funding was granted to support the emotional well-being and mental health of young people. The service arranges opportunities for Young People Seeking Asylum to interact alongside Care Leavers to promote social integration and improve mental wellbeing.

Children in Need (CIN)

As of the end of the December 2022, Warwickshire has a Children in Need (CIN) rate of 314 per 10,000 and this has been safely reducing over the last 6-months. This is below the 2021-22 national average of 334.30 per 10,000 but above the 2021-22 statistical neighbour average of 263.57 per 10,000

Providing the right service at the right time is critical and therefore two key developments for children in need are:

- The creation of a new Family and Adolescent Support Team supporting a wider cohort of children on the edge of care and children who are experiencing exploitation, at risk of homelessness and who have mental health difficulties.
- The above team includes a Homeless Prevention Advisor, whose role is to ensure that, by working closely together, with partner agencies the service will reduce youth homelessness and ensure that young people only enter care when it is in their best interests to do so and when there are no safe alternatives.

Child Protection

Three years ago, Warwickshire had high numbers of children subject to child protection plans (a peak of 592) and subject to plans over two years with both figures above our statistical neighbour average. In order, to address these issues, a series of focused audits/action learning sets take place every 6-months. The participants include key child protection decision makers from within Social Care and the Independent Reviewing Service, including the Children with Disability Service. The findings of audits are shared with teams and senior managers.

Warwickshire started to see a rise in child protection numbers again, however these are starting to safely reduce from 430 in July 22 to 346 in December 2022. The December 2022 rate of 29.0 is below the 2021-22 national average of 42.10 and statistical neighbour average of 35.02. The increase in numbers was potentially linked to the tragic deaths of children reported in the media, and prior to this COVID.

Longer running plans have started to reduce over the last 12-months, from 7.6% in Quarter 3 2021-22 to 1.2% in Quarter 3 2022-23. As of March 2022, the national average was 3.7% and statistical neighbours was 3.9%

Over the last 12-months child protection audits have focused on the following themes: repeat child protection plans, child protection plans ending within 3-months and review of progress of child protection plans at 9-months.

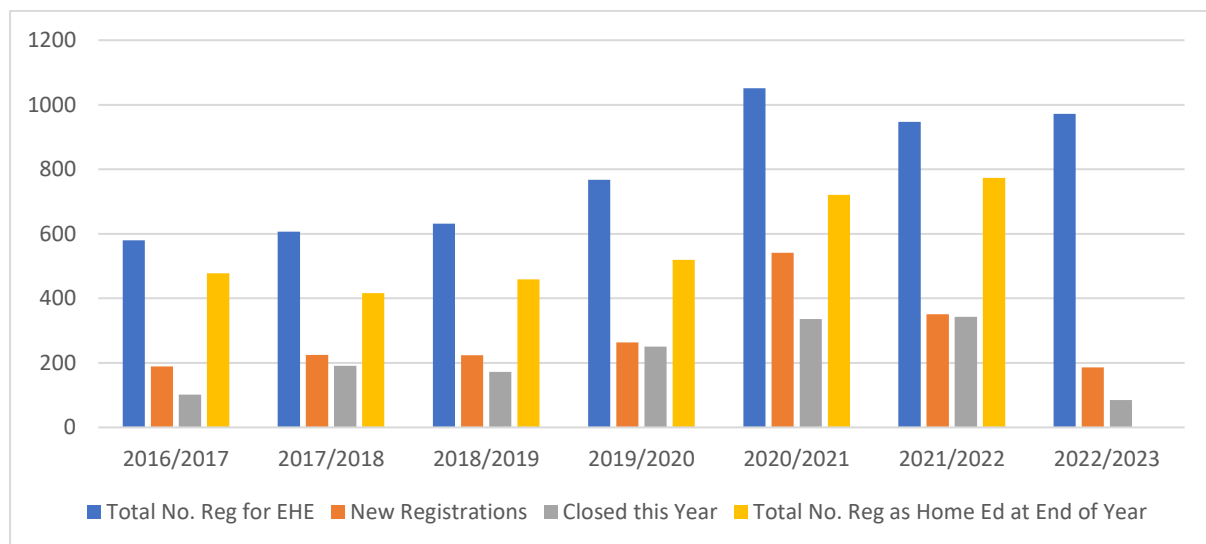
Elective Home Education

In September 2020, there was an increase in new EHE referrals as a result of COVID; approximately 24% of parents cited COVID as the reason for removal from education. However, although the rate of CYP new to EHE has remained high, the reasons for removal have changed - the main reasons being attributed to lifestyle choice (24%) and mental health (18%) and only 4.8% are now attributed to COVID.

To respond to this initial increase 2.6 FTE additional fixed-term officers were recruited, with 1 FTE of these still in post to date. This capacity allowed the team to support appropriate offers of home visits/contact with CYP and families and to get ahead of the influx of referrals that was happening to ensure compliance with DfE EHE guidance.

The total number of CYP new to EHE since September 2021 to Dec 2022 is 684 (including those that have closed). Out of the 965 open EHE referrals, 32 of these CYP are currently known to children’s services, and 49 have an EHCP.

****Please note the following chart for 2022-23 is from 01.09.22 – 06.01.23****



Children and Young People of Service Personnel

No children of service personnel are currently in receipt of EHCPs, however 45 CYP are at SEN Support. WCC is committed to support the armed forces and their families. It signed the Armed Forces Covenant in 2012 and chairs a partnership across the sub-region. This includes providing support and advice to service personnel and their families with a link to the local SEND offer: <https://www.warwickshire.gov.uk/support-armed-forces/support-regulars-families>

Children and Young People in Custody

There is an agreed protocol between Warwickshire Youth Justice Service (WYJS) and the SENDAR team which identifies the process specifically relating to young people in the Youth Justice System with SEND. It highlights arrangements in place to ensure services are working together and sharing information with the aim of improving education, training, and employment outcomes for the CYP. It also aims to raise awareness of SEND reform practice in the Youth Justice System and its partnership working with the rest of the LA SEND Team others who work regularly with the same client base. This includes the statutory requirements relating to CYP detained in youth custody.

Rise have two mental health practitioners seconded to WYJS to support the emotional wellbeing and mental health needs of CYP in the youth justice system. As a result of this arrangement Rise work in close partnership with WYJS to help reduce re-offending of those with SEMH needs, improve young people's mental health, and promote psychological wellbeing and post/therapy outcomes and deliver effective multi-agency support.

Additional Speech and Language Therapy resource has been funded by Warwickshire County Council for Youth Justice and Children in Care services.

Neurodivergent Children and Young People and those with Mental Health Needs

The redesigned Community Autism Support Service is due to commence in April 2023 and has been developed by a multidisciplinary working group, including experts by experience. The redesigned service will include a navigation function to act as a single point of access for queries relating to neurodiversity, community outreach support including 1:1 outcome-based support, peer mentoring and a training offer. Parents will also be able to access training opportunities and peer support through this service.

The Rise Crisis & Home Treatment team provide multi-disciplinary support to CYP (under 18) who present in mental health crisis. WCC have a social worker seconded to this team. The team assess those who are:

- an immediate and significant risk to others due to their mental health.
- being considered for admission to a mental health inpatient unit.
- at risk of immediate and significant self-harm.
- in acute psychological or emotional distress that is causing them to not be able to go about their daily activities, such as going to school and looking after themselves.

CWPT's Think Family Outreach team has been commissioned to provide holistic support to CYP and the families of CYP with mental illness and at risk of being admitted to acute settings, those in acute settings and those who have been discharged. The team includes social workers, family support workers and mental health practitioners and provides wraparound support and care to CYP and their families. There is also a 24/7 crisis line in place to provide support CYP who are experiencing mental health crisis.

There is a new process for children in care who are automatically referred and entitled to support from the Rise (Child and Adolescent Mental Health) Service if they score 16 or over in the Strength and Difficulties Questionnaire (SDQ). This is part of a new offer for the most vulnerable children. This improves access to Rise for children in care and supports carers to care for children, to provide them with stability.

Through Rise the Primary Mental Health Team give general advice, guidance, consultation, and group training for those who work with children, such as school-linked professionals or those in Social Care roles.

Need and capacity gaps have been mapped and have informed activity which has increased the variety and accessibility of advice and skilled support for those pre and post assessment. Apps and web-based solutions to support young people are currently being piloted, impact is due to be evaluated in August 2023.

The ICB commissions an Intensive Support Team for CYP who are autistic or have learning disabilities, alongside a mental health need or behaviour that challenges. The service works intensively with young people at risk of admission to mental health hospital, including those at risk of family or placement breakdown and has been complimented recently in peer review activity with the LGA. An extension to the Children's IST was commissioned in 2021, to increase the age to 25 with a focus on young adults who are autistic and are at risk of admission to hospital. The aims of the extended service are:

- To provide a specialist community support offer which assesses, treats, and supports individuals who are autistic and present with mental health difficulties and/or display behaviour that challenges and/or have complex needs.
- To provide a person-centred, strength-based support aimed at preventing an autistic individual being admitted to an inpatient setting (including support to coordination of transitions from inpatient and other settings).
- To provide support, and person specific training for other agencies supporting those individuals.

Warwickshire and Coventry are part of a National NHS funded pilot of keyworker roles for young people who are autistic or have learning disabilities in hospital or at risk of admission to hospital. These roles advocate for young people aged 0-25 and their families, supporting them to navigate and coordinate access to appropriate and timely support across Health, Social Care, and Education.

The Integrated Commissioning Team has produced a Market Development Plan for Transforming Care, to grow the existing market in line with local need around delivery of

care and support to people who are autistic and/or have learning disabilities and have complex needs, including children and young people. This Plan will be the starting point for developing a stronger and more effective partnership between commissioners and providers, which will be necessary to deliver a person centred, sustainable care and support market that ensures vulnerable individuals remain safe, receive person centred support that meets their outcomes and are supported by skilled and experienced staff. A number of these providers will be able to support young people aged 16 -18 where community living is considered an appropriate alternative to residential care and facilitating an appropriate transition to adult services. Alongside this, the Small Supports Programme is a national initiative working with National Development Team for Inclusion (NDTI) to develop more local small bespoke providers of person-centred care and support in the community to support young people and adults with the most complex needs to live as independently as possible in their community.

Established Mental Health Support Teams (MHSTs) delivering in 49 South Warwickshire schools, now being expanded into Nuneaton, Bedworth, North Warwickshire and Rugby. FLT ensures a good education for children who cannot attend school due to health needs (93% of CYP accessing have SEMH needs). The FLT staff, as well as providing an online curriculum offer, work in Hubs to support CYP's resilience and transition back into their next destination, whilst enabling work with other professionals e.g., EPs, Social Care, Rise. Building on the 'Extended Non-attendance at School (ENAS)' multiagency pilot aimed at facilitating early intervention and capacity building amongst autistic young people, their families, educational providers and professionals to reduce extended nonattendance at school, Warwickshire, jointly with Birmingham and Solihull are continuing to deliver an Autism in Schools project, exploring and implementing approaches to enable education providers to support children and young people who are autistic in mainstream schools through the provision of early intervention and preventive support. Enabling children and young people to be supported well in the school environment may in the longer term, prevent unnecessary admissions to hospital (Tier 4).

Members of EMTAS, STS and EPS are currently working with colleagues in Health to identify suitable training for school staff who are supporting newly arrived children and young people from Afghanistan and Ukraine who have experienced trauma and loss.

Access to Therapy Services

Speech and Language therapy provide a community-based model of support at Universal, Targeted, and Specialist levels. The model is well developed and recognised in educational settings. Each setting has a named link Speech and Language Therapist. The service has clear referral pathways at every age and identifies and monitors progress towards clinical outcomes. All children follow evidence based and regularly reviewed care pathways dependent on their communication needs. Additional Speech and Language Therapy resource has been funded by Warwickshire County Council for an 18-month project with Youth Justice and Children in Care services.

Screening and assessment tools are provided to schools by Physiotherapy and Occupational Therapy (OT). Warwickshire provides a good offer of community and school-based physiotherapy with all special schools having a named link. Ease of access is promoted via a range of opportunities. The MOVES programme has been reviewed and now offers an online information and training package that is available to all schools, which enables the identification of those that will benefit from completing the programme and when the CYP will benefit from a referral and follow up by Physiotherapy. MOVES training is also available for pre-school settings, with exercises focusing on getting children ready for learning. All Children seen by the physiotherapy teamwork towards specific goals following assessment, which are often discussed and co-produced with parents/carers, the goals are then reviewed and followed up at subsequent appointments. There is a well-established multi-agency pathway lead by OT and Physiotherapy supporting the diagnosis of CYP with dyspraxia.

The LA and CWICB have jointly commissioned a new occupational therapy model which has a specific framework for children attending a special school, this includes a consultation approach allowing teaching staff to have a problem-based discussion. Provision for sensory assessment has now been accommodated as part of the core offer following service redesign.

Due to the backlog of referrals and the increase in requests for advice for education, health and care assessments, all three therapy services have longer waiting lists with a high number of children waiting over 18 weeks. A number of strategies have been put in place to address this.

- CWICB is working closely with WCC and SWFT to review the current commissioning arrangements for both speech and language therapy and occupational therapy. A number of planning events have taken place and plans are in place to jointly commission both services using the Council for Disabled Children's 'Must, Should, Could' commissioning model, making it specific to the local needs.
- Occupational therapy has now fully implemented their digital sensory offer which can be accessed any time. Users are encouraged to share these resources with the child's wider support network such as extended family, to provide more opportunities to benefit the child. The package includes a web-based tool kit to support parents, carers and education staff to implement effective strategies, which in turn supports the local area to become more sensory responsive. The conversion to a fully digital package has eased capacity limitations. To date over 900 families have been offered a digital sensory education workshop, compared to the previous model which limited the offer to approx. 150 families per year.
- All three services have reviewed their skill mixes for vacant posts to mitigate recruitment challenges.
- The trust has appointed to an AHP work force planning lead and the teams are working with them to understand the availability of apprenticeships and alternative routes to qualification
- Occupational therapy has moved to offering more clinic based appointments to increase the numbers of children seen per day.

The revised education package can be accessed on-line at any time, service users are encouraged to share the resource their child's wider support network such as extended family members to promote better outcomes for their child or young person.

Integrated Family Services in the Community

CWICB commissions from SWFT a well-established provision for children's community nursing and assessment for CYP requiring continuing care. This provision is overseen by a consultant nurse. There are clear multi-agency processes for the early identification and assessment of Children's Continuing Care with decision making taking place at well-established multiagency panels attended by Health, Education and Social Care.

The Community Children's Nursing (CCN) team use an outcome focused approach and are recognised nationally for their best practice. There is a robust training system and trainers within the CCN to train teaching assistants to support children with complex medical needs at school enabling a quick return or admission to school. Within CCN team there is a Nurse that focuses on transition for CYP with highly complex physical needs. Children and Family Centres support families and their children who have special educational needs, by providing accessible information about a range of local services which meet child(ren's) and parent's needs. They work in partnership with our local voluntary and statutory agencies such as Midwifery and Health Teams, Physiotherapist, Speech and Language Therapist, Entrust Care Partnership Service, Early Help Targeted Support Team, support groups and signpost families to online websites such as Warwickshire Family Information Services.

During the COVID emergency response period CYP with high level clinical need continued to receive community nursing services.

Warwickshire works in partnership with a range of charitable and voluntary organisations to deliver high quality provision for CYP with SEND including the following:

- All children's short breaks are provided by third sector organisations, either charities or via charitable arm organisations.
- [KIDS](#) charity provides the SENDIAS service.
- CW Mind Autism Community Support Service and Act for Autism are commissioned to deliver autism training and support for CYP and their parents.
- Warwickshire has over 60 providers on Supported Living and Day Opportunities contracts for young people and adults 16+ including Mencap and New Directions.
- [Entrust Care Partnership](#) meet the needs of disabled children, young people, adults, and their families and carers through the provision of short break activities, support, training, advice and brokerage.
- [Life Space](#) provide one to one mentoring for children and young people to reduce distress, build resilience and enable them to achieve more.

There is also a framework of external providers to support with specialist coproduction and engagement work if required by WCC. In addition, WPCV and IMPACT provide strategic

input and the SEND Community Forum to bring together the community and voluntary sector organisation together to inform the local developments.

Designated Clinical Officer (DCO), Designated Medical Officer (DMO) and Designated Social Worker (DSW)

The CCG appointed a joint DCO and DMO team in September 2014 to support the CCG in meeting its statutory responsibilities. The team is commissioned from SWFT. The team has worked to galvanise and shape existing clinical capacity to meet need and work with commissioners to identify potential gaps and plan joint commissioning and service improvements. A compliance report has been completed against all health ‘must dos’ in the Code of Practice (September 2019). The DCO undertakes specific work directly with families who have very complex health needs or where their requirements sit outside of core commissioned provision. This allows for bespoke approaches where needed. The DCO works collaboratively with Health and Social Care colleagues.

Joint working is embedded at the weekly and biweekly multi-disciplinary Statutory and High Needs Provision Panels, where attendance by the DCO is provided. Decisions are reached jointly on eligibility for an EHC needs assessment and on what intervention may be required irrespective of an assessment being agreed.

There is a successful model of integration through the DSW role for CYP with SEND. The role is located within the Children with Disabilities Service but working across SENDAR and all 0-25 Social Care teams and with Health colleagues. The role has brought wider support and challenge in ensuring that CYP with SEND, who are also open to a social work team, and have complex medical needs, have their needs identified and supported. This has been particularly successful with new EHC needs assessment requests.

Training

Extensive programmes of training are accessible. All SEND training has been reviewed and collated into an [interactive slide deck](#) as part of the Written Statement of Action to help increase the uptake of training by schools. Training includes:

- Autism awareness training developed for all staff across Health, Care and Education and is accessible to the independent and voluntary sector.
- Training for people in professional and specialist roles in community provider organisations has been commissioned through the Social Care Information and Learning Partnership.
- Early Help now deliver the Designated Safeguarding Lead training which, coupled with the implementation of the Behaviour Insight Lens, has helped DSLs to make better informed decisions.
- 8 modules of specialist autism training have been developed by CWPT and these are being rolled out to Rise and Mental Health Services initially.
- CWPT participated in a national trial site for the Oliver McGowan mandatory training in learning disabilities and autism.

- Termly meetings/training sessions with SENCOs to deliver key messages and share best practice.
- More than 300 professionals have been trained on EHCP personalisation and outcomes training.
- Training led by the Virtual School and the Educational Psychology Service on trauma and attachment awareness. Core training for schools on attachment and/or trauma.
- Bespoke nurture training for Warwickshire schools is led by the Specialist Teaching Service and the Educational Psychology Service.
- Educational Psychology Service were commissioned to provide the DfE Wellbeing Return training to schools across the LA in response to COVID-19 and adapted the materials for Early years and post-16 settings.
- New courses have also been developed as part of the Children and Families Service Parenting Project including Nurture and Autism with links established with Autism and SEMH leads in STS.
- STS delivers Youth Mental Health First Aid training to primary and secondary staff and is rolling out a De-escalation Training package as part of the countywide SEMH campaign.
- Speech and Language Therapy offer a range of training packages relating to identification, screening and supporting children with Speech, Language and Communication Needs, as well as empowering carers, (parents, school and nursery staff), in delivering targeted programmes for children with SLCN.
- Dedicated parent trainers have delivered 113 parenting workshops. 98% of parents stated the programme helped them to support their child's behaviour.
- "Time to Talk" programme is a universal strategy delivered in pre-school settings supporting the identification of children with potential communication needs.
- EPS delivery of Attachment and Trauma Informed (AATI) training in schools has led to increased awareness of relational approaches for CYP who have experienced ACEs (adverse childhood experiences). Evidence of change includes evaluations, staff feedback re increased confidence, voice of child (for AATI project school), data related exclusions and qualitative reflections from Headteachers.

A pilot of peer-to-peer support has also been carried out in schools in the Rugby area to test out a new inclusion framework model, enabling early intervention and improved outcomes. This has included carrying out whole school SEND audits, targeted training and solution circles. The pilot is now being evaluated.

Joint Commissioning

There are positive examples of joint commissioning across Warwickshire on SEND and Inclusion with a clear plan to progress this further. Rise has formal joint commissioning arrangements in place with a Section 75 pooled budget. There are all age integrated commissioning arrangements in place across Coventry and Warwickshire for disabilities and autism underpinned by a memorandum of understanding between partners. An all-age autism strategy was co-produced and launched in 2022, developed to address, as a system,

the increase in the numbers of CYP presenting who are autistic. This is a joint five-year strategy which is owned by the following organisations:

- Warwickshire County Council.
- Coventry City Council.
- NHS Coventry and Warwickshire Integrated Care Board.
- Coventry and Warwickshire Partnership Trust.

A joint protocol agreement for residential placements is agreed. Commitment to further joint commissioning is documented in the SEND Joint Commissioning work plan, overseen by the Joint Commissioning Board. Several areas have been identified that require changes in commissioning and a joint commissioning approach. The move to an Integrated Care System is expected to support greater collaboration in this area.

The SEND & Inclusion Partnership is key to progressing the SEND & Inclusion Change Programme, and further integration is expected within individual projects. It is recognised that challenges in the High Needs System must be owned equally by Health, Social Care, and partners across the Education sector. Access to specialist equipment is provided through Integrated Care Equipment Service (ICES) and jointly funded by Education, Social Care and the ICB depending on the planned usage. The process is overseen by a multiagency panel called the MEG Panel. Equipment can be sourced from new or used from the equipment store.

The ICB and WCC are working towards joint commissioning of children's occupational therapy and speech and language therapy services using the Council for Disabled Children's 'Must, Should, Could' model to ensure a single set of priorities for the area.

Q3) How effectively the local area improves the outcomes of children and young people with SEND (this includes children and young people being considered or assessed for or having EHC plans and children and young people who are being considered or assessed for, or receiving, special educational needs and/or disability support)

Educational Outcomes – Early Years Foundation Stage to end of Key Stage 4

The WCC School Improvement Team have updated the school categorisation proforma to include specific reference to SEND and inclusion under the Quality of Education section. If schools have completed a SEND audit, they will also be asked to share the findings of this. Those schools that will have completed SEND audits in summer half term 2 will also be asked to share their findings. This will enable school improvement to compare the findings of the audit against what they have graded themselves as and look at any anomalies.

Early Years

Children achieve a 'Good Level of Development' if they reach at least the 'expected level' for each goal within the areas of communication and language; physical development; personal, social, and emotional development; literacy and mathematics. Our children with EHCPs are

developing just below the national average, following some fluctuations in recent years which are consistent with all children within this phase.

In 2022, Warwickshire's SEN Support pupils performed better than their national, West Midlands and statistical neighbour peers. Whilst the GLD performance is low at 25%, this is 2 percentage points higher than national and statistical neighbour SEN support cohorts.

It is positive that the gap between SEN Support and all pupils has narrowed. There is a need for further progress and impact through our Early Years Integration and Service Improvement Programme and related capacity building.

Key Stage 1

Children at SEN Support have made improvements in Writing and are above national average. However, in Reading and Maths there has been a decline and progress are below national average. Children with an EHCP made improvements in Reading and Maths. Performance in Writing is below national average and overall performance is below national average for children with SEND at Key Stage 1.

Key Stage 2

2021-22 figures indicate that at the end of Key Stage 2, 19% of children at SEN Support reached the expected standard for Reading, Writing and Maths which is below the national average (21%). For children with EHCPs, 5% reached the expected standard, again below national average (7%). Results for these groups of children have fluctuated over the years. Warwickshire children with SEN Support or an EHCP performed slightly below their peers nationally in 2022 compared to years prior to the pandemic when performance was in line or just above the national average.

At KS2 CLA at SEN Support achievement (33% RWM) is above their non-SEND counterparts (25% RWM) however at KS2 CLA with EHCPs (75 RWM) do less well than those with no SEND.

Key Stage 4

Summer 2022 data indicates CYP with SEN support have achieved above national and statistical neighbours at Key Stage 4 for achievements of a grade 4 and grade 5 or higher in GCSE English and mathematics and Attainment 8:

43.4% of pupils with SEN support achieved a grade 4 or higher in English and mathematics at GCSE compared to 38.9% nationally and 36.2% of statistical neighbours. 26.7% of pupils with SEN support achieved a grade 5 or higher in English and mathematics at GCSE compared to 22.4% nationally and 19.3% of statistical neighbours. Pupils with SEN support achieved 37 at Attainment 8 well above 34.8 nationally and 33.6 statistical neighbours. Pupils with EHCPs do not compare as favourably falling more in line with statistical neighbours:

15.2% of pupils with EHCPs achieved a grade 4 or higher in English and mathematics at GCSE compared to 13.4% nationally and 13.8% of statistical neighbours. 7.6% of pupils with EHCPs

achieved a grade 5 in higher in English and mathematics at GCSE compared to 6.9% nationally and 7.1% of statistical neighbours. Pupils with SEN support achieved 14.7 at Attainment 8 compared with 14.3 national and 14.9 statistical neighbours.

Exclusions

The overall proportion of permanent exclusions across all schools steadily decreased from 2017-18 with an overall 29% decrease, with the proportion of permanent exclusions of CYP who are at SEN support being lower than those with no identified SEN. Post lockdown the picture has changed in relation to permanent exclusions in line with national trends. Despite this increase in permanent exclusions, the number of CYP who have been permanently excluded are re-admitted as quickly as possible back into schools, normally within 12 weeks. This is in line with WCC's revolving door process which has meant the number of CYP who have been previously permanently excluded still in an AEP reduced from 96 in 2018-19 to 29 CYP in 2021 and currently there are only 23 CYP who have been permanently excluded in AP. During 2020-21, 74% of CYP who have been permanently excluded CYP in secondary schools were returned to schools within a maximum of 12 weeks and have remained there.

Since September 2021 there has been a spike in permanent exclusions. 69% of the schools that have permanently excluded since September 2021 are secondary schools. 70% of the permanent exclusions come from 8 secondary schools from across the county. WCC are working with the schools that are presenting high exclusion figures through a series of interventions including targeted training. Our CYP with no SEN exclusions data for 2021/22 are below national and our statistical neighbours. The increase in exclusion has been seen within our SEN support and CYP with EHCP both groups being above national and statistical neighbours' averages.

Work on building capacity within our schools through identifying gaps in provision by carrying out SEND Audits including workforce development around SEND and addressing challenging behaviour e.g. of Lost at school has been implemented but this still needs time to embed and extend for it to show the desired impact on the data.

[Guidance for parent carers on exclusions](#) has been coproduced with Warwickshire Parent Carer Voice, The University of Warwick, Bailey Wright and Co Solicitors and Warwickshire County Council. Working together with students volunteering with Warwick Law in the Community (LinC), an independent legal information resource in the form of a video has been created to help parents, guardians and carers to understand what school exclusions are, how to prevent them through early intervention and what to expect.

Attendance

Absence figures have increased nationally because of COVID-19 and Warwickshire has followed the national trend. This increase has been for all pupils, including those with SEN support and EHCP Plans.

Data

Warwickshire is actively encouraging schools to sign up to Wonde, the DfE Attendance data sharing system, with 72% of schools enrolled as of January 2023. This live data is still being developed by the DfE and has limitations. Better and more timely data will ensure a better understanding of absence, enable earlier identification of issues to ensure earlier identification of appropriate support.

Schools in Warwickshire are actively encouraged to code absence in line with the DfE guidance. The changes to the guidance relating to the coding of COVID absence had an adverse impact on school's attendance figures. Now that normal coding has resumed, this is expected to level up however a clear picture on attendance is not expected until the academic year 2022-23.

The latest available dataset for comparison is the DfE Autumn/Spring census data 2021-22, which is used for the figures below. The DfE have not released the severely absent data broken down by SEN and EHCP for the above period.

SEN Support

Overall absence rate for CYP with SEN Support is 11.24%, compared to the national rate of 9.70% and 10.01% for statistical neighbours (DfE Autumn/Spring census data 2021-22). The same period shows the persistent absence rate for this group at 34.45%, which compares to the national figure of 31.2% and statistical neighbours at 32.1%.

EHCP

Overall absence rate for CYP with an EHCP is 14.17%, compared to the national figure (12.07%), statistical (12.2%) and regional neighbours (12.64%) rates (DfE Autumn/Spring census data for 2021-22). The same period shows the persistent absence rate for this group at 38.82% which compares to the national (26.62%), statistical neighbours (36.97%) and regional neighbours (38.23%) rates.

Working Together to Improve School Attendance

Following the release for 'Working together to improve school attendance' in May 2022, Warwickshire is developing a strategic approach to attendance. This will ensure the most appropriate teams are able to support families, pupils and schools to remove the barriers to attendance.

Social Care

Within the CWDT the number of overdue assessments (over 45 days) has been reduced significantly from 100 in March 2019 to 47 by October 2020 to zero. In October 2021 this remained at zero. This is whilst demand for the CWDT has increased from 300 open cases in 2015 to a peak of 750 in 2020 (126%). There are currently 655 cases allocated or assigned to the CWDT.

As of the end of the December 2022, Warwickshire has a Children in Need (CIN) rate of 314 per 10,000 and this has been safely reducing over the last 6-months. This is below the 2021-

22 national average of 334.30 per 10,000 and above the 2021-22 statistical neighbour average of 263.57 per 10,000

The CWDT saw a 41% reduction in Children in Need between March 2020 (670) and May 2022 (394), which is in line with the redesigned offer and ensuring the Right service at the Right time.

Since the ILAC report was published in February 2022 which highlighted that practice for children with disabilities was variable an action plan was established that has included permanently filling vacancies for Social Worker posts in the Children with Disabilities Team, ensuring all children have their assessment updated annually and a chronology and up to date plan. Following an external review by Peopletoo, the decision was taken to bring together the Children with Disabilities 0-18 team and the Adult Transitions Team to form a new all age social care disability team for 0–25 year-olds. The two teams came together under the leadership of one Service Manager on 1st April 2022. This will provide benefits over the longer term for children, young people, and their parents in achieving a consistent approach and a more integrated and seamless transition. This is also to consider the offer for our children who have a disability, whose needs are currently met within the wider mainstream Children’s Teams and Early Help. There is engagement with partner agencies, staff members and families to further develop what this new offer will look like and ensure that the service reflects and meets the needs of children and young people.

As part of the National Review, CWDT reviewed all children in residential care where the provider also provided their Education provision. This found that 16 out of 17 young people were in good quality provisions. Staffing issues and vacancies were an already known issue in respect of the other young person; however, in terms of their care, they were making progress and their overall needs were found to be being met.

Work has continued to attract and retain social workers, with three of the former Family Support Workers now qualified Social Workers within the Team. However, recruitment has continued to be an area of challenge.

Links with the Home Environment Assessment & Response Team (HEART) have developed to ensure that there is joined up working for children who need a home adaptation. There are also strong links with the local Community Children’s Nursing Team, including the CCN Team being involved in the multiagency Resource Panels. This provides an arena to consider requests or changes to a child’s short break as an MDT, to ensure that the right support is in place. Equally, the CWDT also attend the Children’s Continue Health Care Panel which further supports joined up working to enable the right support for our children and young people.

The training offer continues to be reviewed, to ensure that practitioners have the skills and abilities to support families. Training for Social Care practitioners in understanding Autism is also being provided, and additional Learning Disability training for practitioners

The Review Hub continues to work well, supporting children and families who have a clear support plan in place, which is working for the child and their family, who do not require a higher level of Child in Need support. This plan would include a short break. We have

worked hard to ensure that our child in need reviews for these children are joined up and in line with EHCP reviews, this allows us to have one meeting with the family and promote further joined up working.

An Advanced Social Work Practitioner is moving into the Review Hub [January 2022] to provide further consultations and guidance, and support in undertaking Child & Family Assessment of the children supported within the hub, with their Family Support Worker. On occasion they may deliver additional interventions with families, to prevent an escalation to the Child in Need Hub. Within the CWDT, links with Children & Families have been we have been maintained and built upon, and a consultation offer to the mainstream Children's Teams has been provided.

The Strengthening Families Hub continues to support children and families, delivering clear outcomes and positive change. This is a hub of Family Support Workers which delivers direct interventions from NVR to Sleep Work to parenting programmes. They are an adaptable and flexible Team, working alongside the Social Workers. Within this Hub they have also deliver group programmes for any parent or carer in Warwickshire who as a child with a disability, in order to have a wider reach and impact. They also offer Event Bright Consultations, which again is accessible for any parent/carer and an opportunity for a parent/carer to seek specific advice and guidance as part of the Local Offer.

Whilst the Family Link offer remains small, it has increased by 50% from 2022-23, providing further added flexibility for children and families regarding overnight respite care with a short break foster carer. There is commitment to developing this Service and a Social Worker within CWDT is linking in with the recruitment of foster carers.

Since May 2021 a pathway for children in crisis across Coventry and Warwickshire has been implemented, working with partner agencies in health when a child has been admitted with presenting mental health needs. This has allowed relationships to be built and strengthened and supported effective co-ordination, safely children to be safely discharged back into the community.

Health Outcomes

Rise has a target for 95% of children and young people referred to Rise to be seen within 18 weeks Referral to Treatment Time (RTT). Most children and young people continue to be seen within 18 weeks (97.7% for April-June 2022). Due to the high level of complexity and increased needs, assessments are often taking longer than previously, thus there can be an impact on patient flow.

Six high impact areas identified in the Healthy Child Programme have been developed to improve outcomes for Children, Young People, Families (CYPF). They are based on evidence of where these services can have significant impact for all children, young people, and families and especially those needing more support such as CYPF with SEND.

The East Kent Outcomes System (EKOS) is a nationally recognised framework which promotes transparent, client focused, evidence-based care through routine case management. as a

multidisciplinary tool it can also be used across disciplines and can facilitate joint working by sharing a vocabulary around goal setting, analysis, reflective practice, and therapy planning. Speech and Language Therapy have been using EKOS since 2012.

Occupational therapy writes SMART objectives for all children whom they support with an EHCP. All children receiving direct therapy will have a goal plan in place by September 2023. The team deliver a significant part of the service via universal and single contact methodologies. The impact of this is measured via a range of mediums such as the electronic feedback system embedded in the digital package and tool kit, which generates queries to a designated website, the number of call-backs from families regarding the universal offer and any complaints received. To date the offer has been well received.

Both occupational therapy and physiotherapy received training on EKOS and are developing an outcome reporting tool based on this for implementation by the end of 2023.

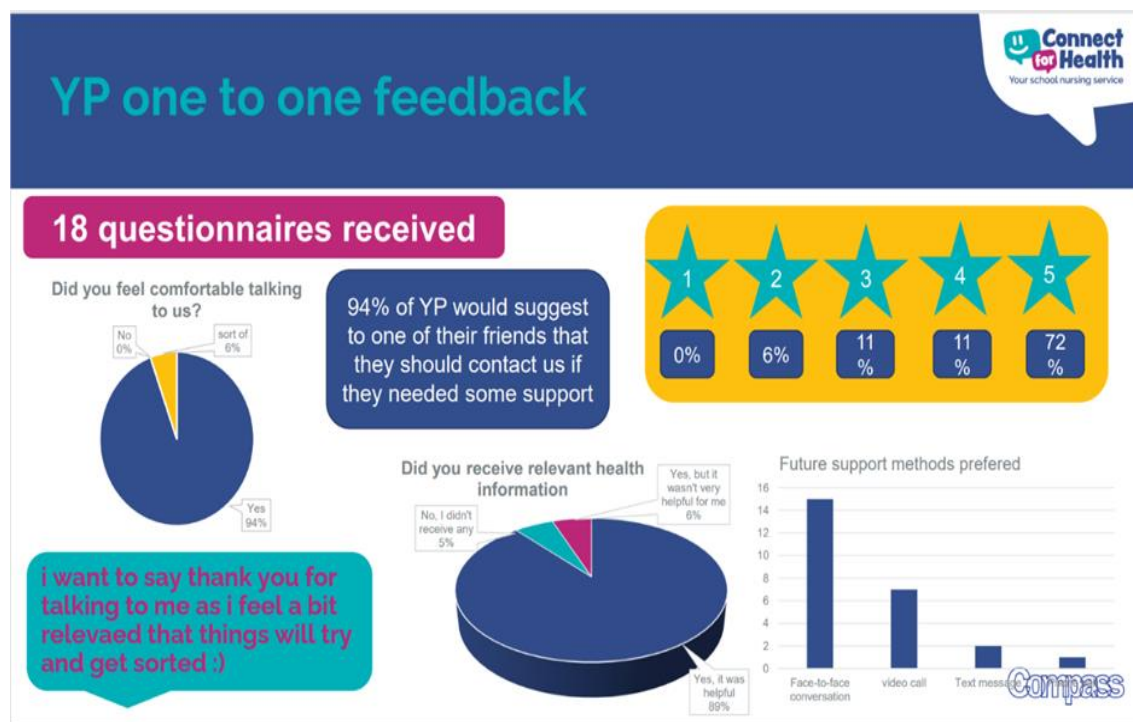
SWFT collect data at a patient level and at a team level. This gives the opportunity to identify the number of clients who have achieved aims, the clinical pathway they were following and the intervention type. Importantly SWFT also collect data on the reasons some clients do not 'achieve.'

Using this sort of tool to measure outcomes has multiple benefits. For Commissioners it provides evidence of value-for-money and where to place investment, gives an opportunity to contract based on outcomes rather than outputs, and gives additional information about the type of work undertaken by providing an overall health benefit outcome. For Managers and Clinicians, it provides confidence in setting clear, achievable aims, gives confidence in record keeping and provides a structure for sharing best practice, allowing an examination of what is working well. And for clients and patients it provides opportunities for collaboration and coproduction of aims, increase in motivation and compliance to achieve aims, and knowledge that therapy is based on good practice.

Warwickshire School Health and Wellbeing Service

The Warwickshire School Health and Wellbeing Service captures service user feedback to help inform their understanding of if the service is delivering on its objectives and having positive outcomes.

Service User Feedback January-March 2022:



Extended Non-Attendance in Schools Pilot (ENAS)

Building on the integrated health, social care and education ENAS multiagency pilot Warwickshire, jointly with Coventry, Birmingham and Solihull are delivering an Autism in Schools project, which was one of the CYP national Accelerator Projects. The aims of the project are to promote a person centred approach to working with Autistic students in mainstream school, enable autistic young people and their families to understand their own strengths and challenges – increasing confidence and self-awareness, improve working relationships between families and the schools, by the creation of school based support groups offering peer to peer support and reducing isolation and improve school's knowledge and understanding of how to support autistic students and their families.

The project is coproduced with Parent Carer Forums who play a key role in ensuring that its benefits are being delivered.

Children's Community Nursing

Multi-agency planning with CCN staff, Heads and the LA enabled 11 out of 13 children requiring Aerosol Generating Procedures during the pandemic of summer 2020 to attend school (two were too poorly). The TCP has commissioned packages of IPBS for 5 young people

currently in a Tier 4 setting. The ENAS Pilot is an integrated Health, Social Care and Education research pilot funded through the TCP.

Community Learning Disability Service

CWPT community learning disability team (CLDT) provides personalised and responsive support to CYP up to 18 with moderate to severe learning disabilities (some of whom also are autistic) with behaviours that are labelled as challenging or mental health needs. Children's CLDT delivers the following core functions of support:

- Supporting positive access to and responses from mainstream services, including supporting young people over 14 years to access annual health checks with their General Practitioner (GP).
- Enabling others to provide effective person-centred support to people with learning disabilities, including person specific support and training to understand diagnosis of learning disability and neurodevelopmental disorder.
- Providing in-reach to home and other agencies supporting the young person including school, preventing family breakdown and escalation in need.
- Direct specialist assessment and clinical therapeutic support, including development of risk assessments and care and support plans.

One of the key outcomes of the service is that it enables others to provide effective person-centred support to people with learning disabilities, including person-specific support and training to understand diagnosis of learning disability and neurodevelopmental disorder.

Community Services

During the COVID pandemic the service-maintained contact with the service users via telephone and where possible by the use of Attend Anywhere. Services have worked on restoration plans and as national restrictions are eased, services have been able to reinstate some face-to-face contact and group sessions.

Education, Employment and Training (EET)

In 2022 Warwickshire had a higher percentage of 16–17-year-olds recorded as participating in education or training with an Education and Health Care Plan compared to England, West Midlands and statistical neighbour average (Warwickshire, 89.7%; England 88.7%; West Midlands, 88.7%; Statistical neighbour, 88.9% - source: <https://explore-education-statistics.service.gov.uk/find-statistics/participation-in-education-training-and-neet-age-16-to-17-by-local-authority/2021-22>).

Not in Education, Employment and Training (NEET)

Young people in years 12, 13 and 14 (up to 25 with an EHCP) who are not engaged in provision at any time are referred to a dedicated NEET advisor. There is also an early NEET referral process in which any young person in year 11, from Easter, who will potentially be NEET can be referred to a dedicated NEET advisor who will initiate contact and start work to engage the young person in seeking education and training ready for the start of year 12. The allocated NEET Adviser contacts the young person to arrange to meet in a mutually

agreeable setting to discuss future options and complete an Outcome Star Assessment. The NEET Adviser maintains regular contact (minimum monthly) with the young person until they are re-engaged in suitable provision and supports the young person to make applications and will accompany them to interviews with providers, thereby significantly reducing the number of students with SEND who are NEET.

In 2022 Warwickshire had a lower proportion of young people within a vulnerable group that were NEET/Not known compared to England and the West Midlands and of statistical neighbour average (Warwickshire 20.5%, West Midlands 21.8%, England 23.6%; Statistical Neighbours 25%).

In 2022 Warwickshire had a lower proportion of young people with SEN support that were NEET/not known compared to England and the West Midlands and of statistical neighbour average (Warwickshire 6.5%, West Midlands 9.6%, England 8.4%; Statistical Neighbours 9.8%).

In 2022 Warwickshire had a lower proportion of young people with EHCP's that were NEET/not known compared to England and the West Midlands and have the same proportion as that of statistical neighbour average (Warwickshire 7.4%, West Midlands 9.1%, England 8.6%; Statistical Neighbours 7.4%).

Supported Internships

Warwickshire is committed to helping young people with SEND into employment and has set up a supported internship programme. There are several areas of best practice within the County, such as with National Grid and Premier Inn. A quality assurance contract has been commissioned to ensure that supported internships follow the same model to secure employment. An employer's forum for supported employers was established in May 2019 to increase the number of young people with learning disabilities going into employment. The number of supported internships increased from 12 in 2018 to 57 in 2020 but was significantly reduced due to Covid-19 and in 2022 only 26 young people are on a supported internship programme. WCC has been successful in its application for a grant from the NDTi.

Personal Budgets/Direct Payments

Nationally, the percentage of CYP with EHCPs in receipt of a personal budget is 5.3%. This compares to 5.6% in Warwickshire. The majority, 300 (77.8%), were for direct payments for Social Care, 13 (4.9%) were for direct payments for an integrated payment. 2.2% of payments were direct payments for Health.

Short Breaks

In Warwickshire there is a framework of Short Breaks providers to enable parents, carers, CYP to enjoy a wide range of short breaks. This is to help promote the health, safety, and wellbeing of CYP with disabilities and make sure they can take part in family and community life and help prevent family crisis by providing the right level of support at the right time.

Universal services available to all CYP with no assessment can be found in the Warwickshire Directory, now called [SearchOut Warwickshire](#). Enhanced services are available through referral from an early help officer or a professional outside of CWDT who works with a family.

At the end of 2022 outcomes achieved include:

- Increased communication around personal well-being.
- Developing peer relationships.
- Developed independent living skills such as cooking and money management.
- Accessing social activities.
- Increased community inclusion.

2022 has seen the continued push of Warwickshire County Council Short Breaks Providers in working towards business as usual, as community access continues to increase, the introduction of further group support offers and the successful delivery of a community overnight short breaks offer – this saw a number of Children and Young People attend an activity centre during the February Half-Term (Monday-Friday) and in Early December (Friday – Sunday). Further development of the overnight short breaks offer is planned for 2023, it is the intention of WCC to build on this offer to ensure that it compliments and integrated into the wider Warwickshire overnight offer.

2022 has also seen the introduction of a new short break's framework in the South of the county, developing the offer to more appropriately respond to preparing for adulthood and short breaks targeted at those with complex behaviours – this contract started in October 2022.

The number of community-based packages of support arranged through CWDT has increased significantly over the last two years. Of the current open cases to the team 75% are supported with a community-based package, with a Direct Payment, increasing parent/carer and child/young person's choice and control over the support they receive. This will be enhanced with the introduction of pre-paid cards for families in receipt of a Direct payment open to CWD. This will take the offer in line with Adult Social Care further improving the transition of young people at 18 years of age.

Transition Pathway to Adulthood (including Care Pathway)

Warwickshire is committed to promoting independent living and maximising opportunities for meaningful employment for young people approaching adulthood. The Children with Disabilities Resource Panel was established in 2018 to ensure better and more transparent decision-making in social care for children with disabilities. The Panel has demonstrated multi-agency working and the ability to agree creative decisions. For example, renting a property with adaptations rather than moving to a residential setting away from the family. Further work is being carried out to ensure the Panel not only agree initial packages of support but review current packages to ensure CYP and their families have access to the right level of support at the right time. The Adult Social Care Disability Transitions team was set up in April 2015 to specifically improve the transition experience of YP and their

parent/carers. The team from 1st April 2022 joined together with the Children with Disabilities Team under one the leadership of one senior manager to improve consistency, opportunities and approach to preparing for adulthood. This team implement a strength-based approach to assessment and care management. During COVID, assessments were carried out virtually where possible, as was attendance at EHCP reviews and a self-assessment transition form was sent out to young people to complete with their parent/carers.

Transitions' assessments focus on the following outcomes:

- Managing and maintaining nutrition.
- Maintaining personal hygiene.
- Managing toilet needs.
- Being appropriately clothed.
- Being able to make use of the home safely.
- Maintaining a habitable home environment.
- Developing and maintaining family or other personal relationships.
- Accessing and engaging in work, training, education, or volunteering.
- Making use of necessary facilities or services in the local community, including public transport, and recreational facilities or services.
- Carrying out any caring responsibilities the adult has for a child.

The Asylum and Leaving Care Service promotes and supports financial stability through the following:

- The Local Offer.
- Support with universal credit applications.
- Young people can access additional financial support in the way of a grant from with the Barradell Grant, the Tiffin Club Fund or the Education, Employment and Training Fund.
- Young People receive a 'Home Furnishing Grant' from the service and additional equipment from Warwickshire Welfare to help them set up home when they first move into independent living. Young People get £2000 setting up home allowance from the team and £650 from Warwickshire Welfare, which was reviewed in June 2019.
- Within occupational therapy, the team are proactively reviewing cases approaching year 9 (aged 14+). A pilot is currently being designed to scope what input is required to support all EHCP PFA annual reviews within special schools support a holistic planning.
- The children in care nursing teams uses the nationally recognised 'Ready, Steady, Go' tool to map need and prepare families of children with the most complex needs to prepare for adulthood.

Areas for Further Improvement 2020 Onwards

SEND and Inclusion Change Programme

The SEND & Inclusion Change Programme was developed in partnership and approved by Elected Members with over £1m of investment to improve the local system to secure resilience and sustainability. This strategic approach to addressing the current issues in the system brings together the recommendations of the IMPOWER review, the DSG Recovery and Sustainability Plans, Transformation and the SEND and Inclusion Strategy. Elected Members receive regular briefings on progress of the change programme and provide effective scrutiny. Leadership of SEND is demonstrated and coordinated through the SEND & Inclusion Board and its workstreams with representation from all main stakeholders. There is a clear structure, programme plan and reporting in place. The review of the self-evaluation identifies four focus areas for further development, as outlined below. The SEND and Inclusion Change Programme provides a holistic and structured approach for delivery in these areas, under the Governance of the SEND and Inclusion Board and SEND Partnership Board.

Area of Focus:

1. Improving the Outcomes for our Children and Young People.
2. Clear, Transparent Decision Making.
3. Ensuring Systems are Sustainable.
4. Securing Education, Employment and Training for Young People with SEND (aged 16-25).

| Project | Explanation | Area of Focus | Phase | Project Status |
|--|--|---------------|---------|----------------|
| Expanding and Improving Access to Early Intervention in Early Years (0-5) | To test and evaluate current working processes, consider stakeholder views of what works, what doesn't work to ensure Education Health and Care Plans (EHCP) are issued in a timely fashion for those with severe and complex long-term health needs between birth and 5 years. | Focus 1 and 3 | Phase 1 | In progress |
| Children not receiving their educational entitlement. | To ensure that Warwickshire children with SEND are on a school roll and/or in an appropriate educational setting. For children not attending a school or setting, monitoring procedures will be reinforced to safeguard their entitlement. | Focus 1 | Phase 1 | Complete |
| Redesign of Local Offer | The Warwickshire Local Offer webpage have been redesigned through co-production and consultation with all stakeholders. The site enables support, guidance, and signposting to enable children and young people and their families to access the right support at the right time. The focus includes | Focus 1 and 3 | Phase 1 | Complete |

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| | promotion of early intervention and the graduated approach. | | | |
| Inclusion Framework | A trial to provide a support network by creating school and settings family group. The trial tests the impact of such an approach for children and young people, their families and educational settings. This will ensure a consistent early response to children and young people's needs to avoid unnecessary escalation. | Focus 1 | Phase 1 | In progress |
| Appropriate use of Alternative Provisions | A review of the process to commission alternative provision. The objectives are to meet statutory requirements, have clear procedures and to have an equitable service for all children and young people | Focus 1 | Phase 1 | Complete |
| A new school (The Warwickshire Academy) | This is an 80-place special school for children and young people with Social Emotional and Mental Health and autism. The schools that is now open enables more children to stay within Warwickshire for their education. | Focus 1 and 3 | Phase 1 | Complete |
| Quality Assurance Framework | To establish and embed a quality assurance framework of standards and processes for EHCPs. The new process which is now in place provides feedback from stakeholders including children and young people, families, which supports the service to develop best practice. | Focus 2 | Phase 1 | Complete |
| Improved Financial Management System | This project is to review the current SEND manual payment process and replace it with an automated, streamlined, digital option. This will provide a robust mechanism for monitoring payments and reporting on budgets. | Focus 2 | Phase 1 | In progress |
| SEND Top up Funding Trial | This is a trial to review and evaluate the processes for calculating finance provided from the High Needs Block. This will help determine the financial support that can be provided for each child with SEND as identified in section F of the EHCP. This phase of the project has been completed and implementation has been approved. | Focus 1 and 3 | Phase 1 | Complete |
| Expanding the Parent Carer Forum | This project supported the development of Warwickshire Parent Carer Forum relaunched on 1 st April 2021. The project is key to ensure the voice of all groups, and ages are represented. | Focus 2 | Phase 1 | Complete |

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| Needs Focused Panels | A redesigned panels process for Education Health and Care Plans and High Need provision to embed effective and consistent decision making within the statutory timeframe. | Focus 2 | Phase 1 | Complete |
| SEND and Inclusion Service Reviews | A review of the services within in SEND and Inclusion to identify a sustainable functional operating model that delivers best outcomes for all children and young people, their families and professionals in meeting the needs of children within Warwickshire. | Focus 2 and 3 | Phase 1 | In progress |
| SEND Capital Strategy including specialist Resourced Provision | A strategy to support the development of secondary specialist provision. | Focus 3 | Phase 1 | Complete |
| SEND Home to School Transport | An end-to-end review of the service to design a sustainable service that supports the needs of children and young people with SEND. | Focus 3 | Phase 1 | In progress |
| The Annual Review Process | A revised internal process for setting, attending, receiving, and reviewing EHC plans. | Focus 2 and 3 | Phase 2 | In progress |
| Tribunals | A review the current tribunal pathway and look at options to support an improved response to the route of redress for CYP and their families | | Phase 2 | In progress |
| Transition Guidance | Review and update transition guidance to provide a clear pathway for children and young people, parent, and carers. This will enable a smoother transition experience | Focus 4 | Phase 2 | In progress |
| Emotional Based School Avoidance | To design a pathway to support early intervention and build capacity amongst children and young people, their families, educational providers, and partner agencies. | Focus 1 | Phase 2 | In progress |
| Supported Internships | To review the current process with the aim to offer more supported internships for young people with SEND in the workplace. This will help young people into employment, achieving preparation for adulthood outcomes, and reduces education costs | Focus 3 and 4 | Phase 2 | In progress |
| Preparation for Adulthood | Review options to improve ways of working to support 16-25-year-olds across Education, Health and Social Care | Focus 4 | Phase 3 | To be started |
| Review of Medical Needs and Hospital Education | To review existing service and make recommendation for redesign | Focus 2 and 3 | Phase 3 | To be started |
| County wide SEMH campaign | A campaign to deliver key messages to schools, families, and young people on | Focus 1 | Phase 3 | To be started |

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| | social, emotional, and mental health (SEMH) intervention and needs | | | |
| Disability Register | The Children Act 1989 required all local authorities to establish a register of children with a disability in their area. This will be used to assist service planning to meet the needs of children with disabilities and their families. Children’s names are added to the register at their parent’s request. | Focus 3 | Phase 3 | In progress |
| SEND Strategic Needs Assessment | The needs assessment will provide the data and forecast to plan and commission appropriate service provision for children and young people with SEND. | Focus 3 | Phase 3 | In progress |
| Development of Nurture Groups | The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life. | Focus 1 | Phase 3 | To be started |

| Project | Explanation | Phase | Area of Focus |
|--|--|-------------------------------|---------------|
| Expanding and Improving Access to Early Intervention in Early Years (0-5) | Test and evaluate current working processes; Consider stakeholder views of what works, what doesn't work to ensure Education Health Care Plans (EHCP) are issued in a timely fashion for those with severe and complex long-term health need between birth and 5 years. | Phase 1 | Focus 1 and 3 |
| Children Not Receiving Their Educational Entitlement | Ensure Warwickshire children with SEND are on a school roll and/or in an appropriate educational setting. For children not attending a school or setting, monitoring procedures will be reinforced to safeguard their entitlement. This project is currently being implemented and positive outcomes are already being seen. | Phase 1 | Focus 1 |
| Redesign of Local Offer Website | Full re-design of Warwickshire's Local offer Webpages through co-production and consultation with all stakeholders. The site will enable support, guidance, and signposting to enable CYP and their families to access the right support at the right time. Focus areas will include the promotion of Early Help as part of the graduated approach as well as the inclusion of more information about Autism and SEMH. | Phase 1 | Focus 1 and 3 |
| Changing the Conversation | Trial to provide a support network by creating school-family groups. The trial will test two different approaches, to assess which approach has the most impact in reducing assessments for EHCPs. This will ensure a consistent, early response to CYP's needs, to avoid unnecessary escalation. | Currently paused due to COVID | Focus 1 and 3 |
| Appropriate Use of Alternative Provision | A review of the process to commission alternative provision. The objectives are to meet statutory requirements, have clear procedures and to have an equitable service for all children and young people. | Phase 1 | Focus 1 |

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| A New School (The Warwickshire Academy) | Prepare the Warwickshire Academy Site for use, creating a new 80 place Special School CYP with SEMH and ASD. This project will help support children to stay within Warwickshire for their education. | Phase 1 | Focus 1 and 3 |
| Multi-agency Education, Health and Social Care Service – Feasibility Study for Full Business Case | Investigate how a multi-disciplinary team from Education, Health and Social Care could provide a 'one team around the child.' The proposed approach will operate independently from the Warwickshire Academy School which is on the same site. This will explore the option of an integrated service provision to CYP with high level mental health needs and will identify the best use of the six WCC owned buildings currently standing empty. | Phase 1 | Focus 1 and 3 |
| Countywide SEMH Campaign | Improve awareness of SEMH needs to support the early intervention of children and young people in all educational settings. | Phase 1 | Focus 1 |
| WCC Transitions Guidance | Review and update transition guidance to provide a clear pathway for CYP, parents and carers. This will enable a smoother transition experience. | Phase 2 | Focus 1 |
| Preparation for Adulthood Strategy (Health and Social Care pathways) | Review options to improve ways of working to support 16-25-year-olds across Education, Health and Social Care. | Phase 3 | Focus 1 |
| Child Centred Inclusion Pathways | Establish a pathway for routine reviews of provision that will ensure support is consistently appropriate to need and facilitates progress towards outcomes. | Currently paused due to COVID | Focus 1 |
| Workforce Development | Review, develop, and implement a coordinated development plan for professionals to meet the needs of CYP with SEND across the Local Area. | Phase 1/2/3 | Focus 1 |
| Annual Reviews | Review the internal processes for setting, attending, receiving, and reviewing EHC plans. | Phase 3 | Focus 1 |

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| Quality Assurance Framework | Establish and embed a quality assurance framework of standards and processes for EHCPs. The new standards will collate feedback from CYP, families and stakeholders to enable a service which is best practice. The new framework is now in place. | Phase 1 | Focus 2 |
| Needs-focused Panels | Review the current Panel processes for EHC needs assessments and high needs provision to embed effective and consistent decision-making within the statutory timeframe ensuring decisions are made in a timely fashion. | Phase 1 | Focus 2 |
| Improved Financial Management Systems | Review the existing manual payment process for SEND. It will look at options for an automated, streamlined, digital replacement. This will provide a robust mechanism for monitoring payments and reporting on budgets. | Phase 1 | Focus 2 and 3 |
| Appropriate Use of Alternative Provision | Review of the process to commission alternative provision. The objectives are to meet statutory requirements, have clear procedures and to have an equitable service for all children and young people. | Phase 1 | Focus 2 |
| SEND Top Up Funding | Review and evaluate the process for calculating finance provided from the High Needs Block (HNB). This will help determine the financial support that can be provided for each individual child with SEND as identified in section F of the EHCP. | Phase 1 | Focus 2 and 3 |
| Child Centred Inclusion Pathways | Establish a pathway for routine reviews of provision that will ensure support is consistently appropriate to need and facilitate progress towards outcomes. | Paused due to COVID | Focus 2 |
| Tribunal Pathway | Review the current tribunal pathway and look at options to support an improved response to the route of redress for CYP and their families. | Phase 3 | Focus 2 |

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|---|--|-------------|---------------|
| Expanding the PCF | Support the development of the Parent/ Carer Forum to ensure the voice of all age groups, settings and needs are represented. The project is key to ensuring continued consultation, collaboration and co-production with parents and carers within SEND services. The Warwickshire PCF Voice was relaunched on 1st April 2021. | Phase 1 | Focus 2 |
| Value for Money Service Reviews | Reviews of six service areas in SEND & Inclusion services. The aim is to identify a sustainable functional operating model that delivers best outcomes for all CYP. To ensure that the model of delivery enables the Services to work with CYP, their families and professionals in meeting the needs of children within Warwickshire. | Phase 1 | Focus 3 |
| SEND Transport | Complete an end-to-end diagnostic review and deliver the business case to strengthen performance in this area. | Phase 1 | Focus 3 |
| Supported Internships | Review the current process with the aim to offer more supported internships for young people with SEND in the workplace. This will help young people into employment, achieving preparation for adulthood outcomes, and reduces education costs. | Phase 3 | Focus 3 and 4 |
| Independent Travel Training | Review the current arrangements for commissioning independent travel training and consider sustainable options working towards the PfA outcomes. | Phase 3 | Focus 3 and 4 |
| WCC Transitions Guidance | Review and update transition guidance to provide a clear pathway for children and young people, parent, and carers. This will enable a smoother transition experience. | Phase 2 | Focus 4 |
| Improving Outcomes for SEND Learners at each Key Stage. | Review and identify strategies to improve attainment and progress at each key stage. | Phase 1/2/3 | Focus 4 |
| Preparation for adulthood strategy (Health and Social Care Pathways) | Review options to improve ways of working to support 16–25-year-olds across Education, Health and Social Care. | Phase 3 | Focus 4 |

Commissioning

| Project | Explanation | When |
|---|---|---------|
| Renewed single Education, Social Care dashboard | Use a renewed dashboard to drive strategic system-wide approaches that are well embedded in the work of the partnership. Partners should deliver joint commissioning based on evidence-based outcomes and be sustainable. | 2021 |
| Autism Strategy | Building on the Local Autism Strategy, improve the timeliness of CYP's mental health assessments, particularly for ASD through a system-wide focus on the redesign of the neurodevelopmental pathway and progress monitored by the Coventry & Warwickshire Partnership Board. Support is provided to those on the waiting list. | 2021 |
| Sufficiency of Provision | An Annual Post 16 commissioning statement is being re-introduced into the Council's annual sufficiency statement. | 2021 |
| SENDIAS | Further development around the joint commissioning of SENDIAS across Education, Health and Social Care. | 2021/22 |

Information Advice and Support

| Project | Explanation | When |
|---------|--|---------|
| SENDIAS | The SENDIAS support to be promoted with post 16 CYP to further improve their access to the service. Increased engagement of SENDIAS with CYP at SEN Support. | 2021/22 |

Glossary

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| A&E: Accident and Emergency | 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 |
| AQA: Assessment and Qualification Alliance | EHE: Elective Home Education |
| BSL: British Sign Language | EKOS: East Kent Outcomes System |
| CCN: Community Children's Nursing | EMTAS: Ethnic Minorities and Traveller Achievement Service |
| CETRs: Care Education Treatment Reviews | ENAS: Extended Non-Attendance at School |
| CHC: Continuing Health Care | EP: Educational Psychologist |
| CHSWG: Children's Hearing Service Working Group | EPS: Educational Psychology Service |
| CIN: Child in Need | EY: Early Years |
| CiN: Communication and Interaction Needs | EYFS: Early Years Foundation Stage |
| CLA: Child(ren) Looked After | FAP: Fair Access Protocol |
| CLDT: Community Learning Disability Team | FDAC: Family Drug and Alcohol Court |
| COVID: Corona Virus Disease | FE: Further Education |
| CQC: Care Quality Commission | FIS: Family Information Service |
| CVS: Community Voluntary Sector | FLT: Flexible Learning Team |
| CW: Coventry and Warwickshire | FTE: Full-Time Equivalent |
| CWICB: Coventry and Warwickshire Integrated Care Board | GCSE: General Certificate of Secondary Education |
| CWD: Children with Disabilities | GLD: Good Level of Development |
| CWDT: Children with Disabilities Team | GP: General Practitioner |
| CWPT: Coventry and Warwickshire Partnership Trust | GRT: Gypsy Roma Traveller |
| CYP: Children and Young People | HCP: Healthy Child Programme |
| CYPF: Children, Young People and Families | HELAC: Health Looked After Children |
| DCO: Designated Clinical Officer | HI: Hearing Impairment |
| DfE: Department for Education | HV: Health Visitor |
| | IPBS: Intensive Positive Behaviour Support |
| | ICES: Integrated Care Equipment Service |

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| IDACI: Income Deprivation Affecting Children Index | SEF: Self Evaluation Framework |
| IDS: Integrated Disability Service | SEMH: Social, Emotional and Mental Health |
| IEP: Individual Education Plan | SEN: Special Educational Needs |
| IHCP: Health Care Plan | SEND: Special Educational Needs and Disabilities |
| ILACS: Inspection of Local Authority Children's Services | SENDAR: Special Educational Needs and Disabilities Assessment and Review Service |
| ILEAP: Inclusive Leisure Education Activity Project | SENCO: Special Educational Needs and Disabilities Coordinator |
| ISP: Independent Specialist Provision | SENDIAS: Special Educational Needs and Disabilities Information and Advice Service |
| IST: Intensive Support Team | SENS: SEN Support |
| JSNA: Joint Strategic Needs Assessment | SICP: SEND and Inclusion Change Programme |
| KPI: Key Performance Indicator(s) | SN: School Nurse |
| KS: Key Stage | SPA: Single Point of Access |
| LA: Local Authority | STS: Specialist Teaching Service |
| LD: Learning Disability | SWFT: South Warwickshire University Foundation Trust |
| LGA: Local Government Association | TCP: Transforming Care Partnership |
| LTP: Local Transformation Plan | VCS: Voluntary Community Services |
| MASH: Multi-Agency Safeguarding Hub | VI: Visual Impairment |
| MEG: Multi-Agency Panel (Health) | VIG: Video Interaction Guidance |
| MOVES: Moving as a Vehicle for Education and Socialisation | VSS: Visual Support Service |
| NDTI: National Development Team for Inclusion | WCC: Warwickshire County Council |
| NEET: Not in Education, Employment or Training | WinCKs: Warwickshire Inclusive Nursery Kitemarking Scheme |
| NHS: National Health Service | WYJS: Warwickshire Youth Justice Service |
| OCN: Open College Network | YP: Young Person |
| OT: Occupational Therapy | |
| PACT: Paediatric Autism Communication Therapy | |
| PCF: Parent Carer Forum | |
| PEP: Personal Education Plan | |
| PVI: Private, Voluntary, and Independent | |
| QoL: Quality of Life | |
| Q4: Quarter 4 | |
| RWM: Reading, Writing and Maths | |
| SDQ: Strengths and Difficulties Questionnaire | |