Warwickshire's Local Area SEND and Alternative Provision Self-Evaluation Framework

October 2025



This document will be reviewed in April 2026

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Welcome to Warwickshire – a child friendly County!

Our aim is for Warwickshire to be a Child Friendly County.

Our overarching Children and Young People's Strategy aims to ensure our children and young people are happy, healthy, heard, safe and skilled. Having the best life possible does not happen by accident.

We want our children and young people (CYP) with Special Educational Needs and Disabilities (SEND) to thrive as members of their communities, receiving timely help and support to enable them to take the next step in their lives. We are committed to working with children, young people and their families and are increasingly skilled in relationship, strengths based and restorative practice and outcome-based commissioning.

Arrangements for children and young people with SEND are overseen by the Warwickshire SEND and Inclusion Strategic Partnership Board.

About this Self-Evaluation Framework

This self-evaluation framework (SEF) has been recently updated following new data and evidence. New governance arrangements were established in September 2023 to bring together multiple streams of work into one place. This included the development of a new SEND and Inclusion Strategic Partnership Board.

The SEND and Inclusion Strategic Partnership Board will continually review and develop the SEF as a mechanism for testing our effectiveness and driving collective action to improve outcomes for CYP with SEND.

As leaders, we recognise that no one understands the experience of SEND services in Warwickshire better than the children, young people, and families. We know that placing families' voices at the heart of our ongoing self-evaluation is the key to driving further improvements.

We want real stories to ground this self-evaluation. Therefore, throughout this self-evaluation you will see the voices of children, young people and families alongside the narrative and data.

Whilst there are many strengths in the local area in meeting the needs of CYP and in particular those with SEND, there are also areas for further improvement. Leaders across the partnership are committed to achieving these for the benefit of CYP, their families and carers.

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.

Warwickshire is committed to working in partnership

The Warwickshire SEND and Inclusion Partnership consists of a number of key stakeholders including Warwickshire County Council (WCC), Coventry and Warwickshire Integrated Care Board (ICB), our Parent Carer Forum - Warwickshire Parent Carer Voice (WPCV), our Young People's Forum for SEND – IMPACT, representatives from education settings, South Warwickshire University NHS Foundation Trust (SWFT) and Coventry and Warwickshire Partnership NHS Trust (CWPT). As part of our journey to continually improve SEND provision and practice in Warwickshire, we have worked hard to make sure that 'SEND & Inclusion' is framed as everyone's responsibility.

In order to support the development of collaborative working, the local area partnership worked with Genuine Partnerships and coproduced the **Working Together Charter**.

This Charter brings together the four cornerstones of Inclusion & Coproduction:



Together these will build relationships and establish the Trust required to make a difference for our children and young people. By agreeing and committing to a collective set of principles, we will drive consistent inclusive practice across Warwickshire.

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In November 2022 we co-produced the **Warwickshire Schools' Inclusion Charter** with our schools, families, and young people to highlight our expectations of schools to be inclusive.







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Our summary of Current Strengths and Areas for Improvement

Later in this document, we will assess each area of the Inspection Framework in turn. From the outset, however, it is helpful to summarise our strengths and areas for improvement.

Current Strengths
Our children and young people with SEND progress well and achieve above average attainment by the end of Key Stage 4 and remain in education, employment and training
Our young people with SEND achieve well, with a higher proportion than other areas achieving a level 3 qualification
Co-production has significantly improved through working with Warwickshire Parent Carer Voice and IMPACT, which are both well established
Waiting times for autism diagnostic assessments have significantly reduced since 2022, although there is still additional work to be completed to reduce this further
There is clear SEND & Inclusion Guidance on the graduated approach in schools supported by a local offer of training and support, including resources developed by Warwickshire schools
Early Support processes are well embedded and effective
The landscape of education provision has continued to develop in line with growing demand, with 39 resourced provisions and 4 special schools established since 2016 (including 15 resourced provisions opened in 2025)
More children with SEND are being supported in mainstream provision than in 2021
The Local Offer website was redesigned in 2021 and is well received. The Local Offer Facebook page, SEND Newsletter and Parent/Carer webinars have provided improved communication channels with families
CYP with complex health needs are supported in the local community through strong support services and packages of care, avoiding the need for residential placement
Identification of speech and language needs is good, with screening and best practice well embedded across local schools
The Warwickshire Inclusion Kitemarking Scheme (WINCKS) recognises best practice in SEND in our early years settings and the Schools' Inclusion Charter outlines the minimum expectations for mainstream schools

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Areas for Improvement	What we are doing about it
Timeliness of Education, Health and Care (EHC) plans issued within 20 weeks has reduced to below the national average	A recovery plan and a redesign process are in place and the current backlog is being reduced
EHC plan annual review decisions within 4 weeks requires improvement	The SENDAR team has been redesigned into assessment and review functions to improve performance
There are long waits for ADHD diagnostic assessments and interventions	Project in place for a single Autism and ADHD diagnostic pathway
The number of children persistently and severely absent from school is too high, with the use of part time timetables also too high	New guidance and systems put in place from September 2024 with closer monitoring and follow up
The quality assurance of alternative provision needs to be more focused and aligned to proposed National Standards	Quality assurance moving to Education services and processes being reviewed/responsibilities clarified
Requests for special school provision is outstripping current commissioned capacity	The Council is prioritising the establishment of resourced provision, but also has plans to expand existing special schools where possible
Children in early years with SEND do not achieve a Good Level of Development often enough	The Early Years Integrated Delivery Plan identifying actions in this space; Early Years and 0-5 SEND teams brought together
Demand for speech and language therapy is outstripping capacity	Interim measures and additional funding put in place prior to broader commissioning review
Joint commissioning arrangements do not lead to change quickly enough	An external review of commissioning arrangements is underway
Whilst preparation for adulthood pathways are established, there remains fragmentation in the system aged 18-25	External regional support has been sought to explore further

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Progress since September 2023

Written Statement of Action

Members of the local partnership continue to meet regularly with representatives of the Department for Education (DfE) and National Health Service (NHS) England to show progress against the five areas highlighted in the Written Statement of Action following the 2021 inspection. Good progress has been shown, with all 72 measures completed.

Two of the areas have been stepped down due to the progress made: Co-production and Local Offer.

Of the three remaining areas, progress on waiting lists for Autism diagnosis is positive but still longer than desirable. Rates of referral remain high. For school aged children, more children, and a higher proportion of children, with EHC plans are placed in mainstream settings compared to 2021. The projects on the Inclusion Framework and Workforce Development have helped to equip schools to support children and young people with SEND. Resources have been developed and distributed and over 1,000 school staff have attended training. The Council maintains a training offer through its own traded services.

Education Strategy / SEND and Inclusion Strategy

In addition to the Children and Young People's Strategy, the Education Strategy 2024-2029 provides the foundation on which all current and future work within the Education Service will be predicated over the next three years as it aims to deliver one of the seven key areas of focus outlined within the Warwickshire County Council Plan 2022 – 2025.

Underpinned by an emerging Education Transformation Programme and aligned to the Child Friendly Warwickshire's outcomes, it will be a pivotal mechanism to move our four strategic priorities forward, galvanising measurable delivery, so that 'Through education, (we will) improve life opportunities for children, young people and those with special educational needs and disabilities'.

The SEND and Inclusion Strategy has also been updated, providing further detail. The strategy was approved in December 2024.

The priorities of the SEND and Inclusion Strategy 2024-2029 are:

1. SEND provision is commissioned in accordance with children's needs, professional advice, and best practice
2. Increase the level of Specialist Resourced Provision available for those who need it

3. Education Health Care (EHC) needs assessments, plans, appeals and annual reviews meet statutory requirements
4. Promote inclusive practice
5. Preparation for adulthood
6. Improve workforce development and collaborative working

In leading the delivery of this strategy, WCC Education Services has reorganised in May 2025 to ensure that all services identify how they contribute to supporting children with SEND & Inclusion.

Delivering Better Value programme

To support with delivering the priorities set out in this SEND Strategy, we have been working closely with the DfE and have committed to the Delivering Better Value (DBV) programme. The DBV programme works to identify and implement local and national opportunities to improve the outcomes for children and young people with SEND in line with the current financial position. The following workstreams were agreed following significant stakeholder engagement including parents and carers, young people and schools:

- Inclusion Framework: Improving SEN Support
- Workforce development: Maintaining placement in mainstream
- Resourced Provisions: Supporting children with high needs in their locality
- Digital Infrastructure (Synergy): Improving communication and productivity

The programme was officially completed in July 2025, however the impact continues. Inclusion Framework is now part of the traded offer from Warwickshire Educational Psychology Service, Workforce Development has created a legacy of resources for settings to use, the expansion of Resourced Provision will continue until 2028 and the Digital Infrastructure project has been extended until Summer 2026.

Families First for Children Pathfinder

Warwickshire is one of ten areas participating in the Families First for Children (FFC) Pathfinder Programme. The FFC Pathfinder incorporates the national vision for multi-agency safeguarding arrangements, family help, child protection and the involvement of family networks with four key reform strands. Using a 'test and learn' approach, local authorities will deliver reforms to multi-agency safeguarding partnership arrangements, family help, child protection and engaging and supporting family networks as part of a single system, underpinned by the practice principles, outcomes and enablers set out in the Children's Social Care National Framework and Supporting Families: Early Help System Guide; and expectations as set out in Working Together to Safeguard Children.

These reforms learn from the best existing practice, and will entail a significant, long-term shift in culture, language and ways of working across the entire family support and

protection system. This system needs to offer expertise which encompasses and addresses the diverse needs of all children, families and communities that come into contact with it.

Autism Strategy

Alongside a sustained reduction in waiting times for a diagnostic assessment, the joint All Age Coventry and Warwickshire Autism Strategy continues to deliver improvements in services and support for autistic children, young people and families. Over this period improvements include:

- Co-produced information e-booklet resources
- Redesigned Dimensions Tool, a free and unique online tool providing self-care information to support adults, children and young people
- Together for Autism Conferences attended by over 870 people
- Community Autism Support Service providing a range of practical and emotional support for autistic people.
- Promoting the importance of Reasonable Adjustments
- Training/Awareness Raising across professionals and communities

The future direction of this strategy is to develop a combined Autism and ADHD strategy in 2026.

Warwickshire Context

Warwickshire is an average-sized English county covering an area of almost 2,000 km^2, running some 60 miles north to south. It comprises 5 district and boroughs: North Warwickshire, Nuneaton and Bedworth, Rugby, Stratford-on-Avon and Warwick.



Warwickshire has a population of 632,207, with approximately **136,207** children and young people between the ages of 0-18 and **181,125** 0-25 year olds resident in the County.

Within the Warwickshire state-funded school population, the largest ethnic group is White British (69.8%) followed by Any Other White Background (7.2%) and Indian (6.3%).

Warwickshire is comprised of 354 Lower Super Output Areas (LSOAs), of which 23 (6%) fall into the 20% most deprived in England and 7 (2%) into the top 10% most deprived nationally on the overall Index of Multiple Deprivation 2019.

There are 252 state-funded schools in Warwickshire including 6 nursery, 196 primary phase, 37 secondary phase, 2 all-through and 11 special schools.

There are **91,244** pupils being educated in Warwickshire's state-funded schools of which **1,778** are in our Special Schools (24/25 academic year).

There are **4,487** children with an Education, Health and Care Plan (EHCP) and **13,813** children with SEN Support being educated in Warwickshire's state-funded schools.

In total, Warwickshire supports **7,793** children and young people in the 0-25 age range with an EHCP.

Demand for support continues to increase. There were 1,349 requests for assessment during the 2022 calendar year, with a reported 2,007 in the 2023 calendar year. However, this published figure for 2023 should have been 1,553. A methodology change resulted in a higher figure being reported in the annual SEN2 collection for 2023. In 2024, 1,750 requests were made, continuing the steady increase each year.

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Warwickshire reported 6,868 active EHC plans on census day in January 2025, an increase of 814 compared to the total number of EHC plans from the previous year and a 60% increase since 2020 (4,299).

Within Warwickshire, the proportion of CYP entitled to free school meals as of January 2025 was:

- 22% in Nursery and Primary Schools (the national average is 25%)
- 21% in Secondary Schools (the national average is 26%)
- 45% in Special Schools (the national average is 49%).

Children's Services within Warwickshire were judged as Requires improvement to be good in June 2025. While children and young people in Warwickshire are generally well supported, some children experience delays in their needs being assessed, and improvements are required in supervision and decision-making to enhance the effectiveness of frontline practice. Services for children with disabilities have improved since the last inspection in 2021, with children benefitting from *'well-coordinated and effective partnership working to respond to their complex needs'*. Support for care-experienced young people remains a strength; these young people are listened to and supported to make a meaningful contribution to shaping services.

Community Health Services for CYP at South Warwickshire University NHS Foundation Trust (SWFT) were judged Outstanding by CQC (December 2019). SWFT provide a range of therapies, nursing and community paediatric services. SWFT currently works in partnership with training of Teaching Assistants to support children and young people with complex health needs supported by nurses from Community Children's Nursing Team (CCNT) and Clinical Education Team; Children and Young People's Continuing Care (CYPCC) Team supporting reviews for SENDAR EHCP's and resolving concerns. CCNT and CYPCC teams work closely with multi-disciplinary jointly assessing need and providing essential equipment and resources to meet the CYP's complex needs.



NHS Coventry and Warwickshire Partnership Trust (CWPT) provides neurodevelopmental, mental health and learning disability services to CYP and adults across Coventry and Warwickshire and received an overall rating of Good by CQC. In April 2024, CWPT launched a county-wide children's bladder and bowel service co-produced with parents and health professionals from CWPT and SWFT.

Warwickshire continues to strengthen its strategic partnerships in developing the SEND and Inclusion Strategy for 2024-29 to enable the best start in life for all children and young people.

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Evaluation against the Inspection Framework

1. Children and young people's needs are identified accurately and assessed in a timely and effective way

"I would like to provide some feedback. Once we had triggered the EHCP process I have been impressed by the proactive level of practical and considerate support from your office. Such times are naturally difficult for a parent and having someone to talk to, or exchange odd emails with is both a massive help and reassuring.
Thank You"

Parent - July 2024

What are our arrangements to identify CYP's needs in an accurate and timely way?	What impact are our arrangements having on the accurate and timely identification of CYP's needs?
Support for SEN Support	
The local authority provides **a core and traded offer of services to educational settings** in Warwickshire to help identify and respond to special educational needs. This is delivered through advice and training across the 0-25 age group and the range of special educational needs and disabilities. We have developed **a suite of guidance documents** to enhance practice at SEN support. This includes SEND & Inclusion Guidance on a graduated	The proportion of CYP identified at **SEN Support (14.6%) is just above the national average (14%)**, demonstrating that identification of need is accurate and timely. 90% of schools in WCC are judged good/outstanding by Ofsted (August 2025), a 4% increase since July 2021. **Ofsted outcomes show that a**

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response including Quality First Teaching, targeted interventions and developing a whole school approach.	**strength in those most recent reports include effective identification, inclusive curriculum access, skilled staff and effective adaptations, strong progress and outcomes and strong external agency collaboration.** This illustrates the impact of training and support given to schools including the 68% of mainstream schools that buy in to the Specialist Teaching Service (STS) across Warwickshire. 75% of WCC schools buy into the Educational Psychology Service (EPS).
Early Support (previously known as Early Help)	
Following the implementation of the Families First for Children Pathfinder, Early Help services are now known as **Early Support**. Early Support services promote a stepped approach of four tiers including **self-help and parenting programmes** to support with timely identification of, and support for, those with special educational needs and disabilities. In October 2024 the Early Help Team attended the Pre School Children's Neurodevelopmental Service (Coventry and Warwickshire Partnership NHS Trust) team meeting and delivered training to 15 members of the team around the support offer available to parents in Warwickshire. The anticipated outcome of this training was to increase the number of parents of children under 5 accessing the parenting workshops and programmes. Since September 2024, internal restructure has led to training of the Children with Disabilities (CWD) team around "Understanding Today's Children" and in March 2025, the whole service completed the Solihull Approach Foundation Training.	**Feedback from parent/carers on parenting workshops and programmes is overwhelmingly positive.** 74% of families who have accessed workshops have said they have been very helpful, with a further 25% stating they have been somewhat helpful. The majority of parents attending workshops have children aged between 4-7yrs old, followed by 11-13yr olds, then 0-3yr olds. Schools have been most influential in signposting to workshops, followed by the Family Information Service (FIS) and social media. *"The coordinators advised to focus on ASD to begin with. I can see this is very good advice."* *"This was informative well delivered workshop! I feel better equipped to support my children."* *"We have come to a better understanding of his thoughts and feelings and are starting to be able to deal with him much better."*

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In the past 12 months we have seen a rise in families accessing the parenting workshops and programmes where parents have shared that they are also undergoing assessment for ADHD/ASD or have received a recent diagnosis for their child. The Early Support team are looking to work with WPCV and CWD to redesign some of the workshops to include more focus around SEND needs and deliver sessions for families who have a diagnosis or are on the pathway for one.	Family Support Workers have been most influential in signposting to programmes, followed by FIS and social workers. 89% of families have found the programmes very helpful and 9% found it somewhat helpful. 96% of families felt they understand their child better since attending programmes and 99% said they would recommend it. *"Absolutely amazing, and a true safe, relaxing space."* *"I am so grateful for this programme and wish more people would do it. It is so beneficial and makes so much sense, it helps us to validate ourselves and appreciate our own struggles as well as our children's. We are not alone."*
Therapy Services	
Speech and language services have **well embedded screening processes in schools** and settings using tools such as Wellcomm Tool and Time to Talk. Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy screen and assess children with known or emerging motor and developmental difficulties from birth. Many children are supported by children's therapy services throughout their early development, and onward into their educational placement. Joint assessments between Physiotherapy and Occupational Therapy are carried out with complex babies who have been identified as being at greater risk.	Speech and language services **support over 800 children** through the local offer **without the need for an EHC plan**, and many more children with speech and language needs are supported without the need for a therapist. Systems and screening are well embedded and reinforced. Where an EHC needs assessment is made, speech and language advice is usually submitted with the request, especially in early years. Integrated work being led by the Early Years Quality Inclusion SEND and Safeguarding Service (EYQISS) on the Warwickshire Early Years Integrated Plan 2024-2027 is also improving integrated workings of the Speech and Language Teams in the Early Years Foundation Stage (EYFS) Pathway.

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A significant number of children are supported at SEND support level via the universal offer. The Physiotherapy service have a programme called MOVES to support children and young people with core skills such as balance and co-ordination. Further information is available on their website: MOVES programme for schools. The Occupational Therapy (OT) service provide a programme of screening interventions on their website which schools are expected to use and deliver: Occupational Therapy (Children). This forms the basis of a graduated response to the management of developmental and motor co-ordination needs. A joint motor assessment between Physiotherapy and Occupational Therapy is carried out in order to inform the Developmental Co-ordination Disorder (DCD) diagnostic pathway.	The current demand for speech and language therapy is affecting the capacity of the service and therefore plans have been put in place to invest further funding and to review current processes, funding and allocations.
EHC Needs Assessments and EHC plans	
The Special Educational Needs and Disabilities Assessment and Review (SENDAR) service manages the EHC Needs Assessment process and staff capacity has been increased to support heightened demand. The number of requests for EHC needs assessments continues to increase. In 2021, the number of requests was **690**. By 2024, this had risen to **1,750** for the calendar year.	**The decision not to assess rate reduced from 42% in 2022 to 35% in year 2023, with a further fall in 2024 to 18%** (please note that the data for 2024 should be treated with caution as the data is being reviewed). This is due to a combination of reviewing our decision-making (following a task and finish group with SENCOs and WPCV) and some improvements in the quality of requests, evidence and graduated approach provided by schools, as a result of our guidance to SENCOs and the more detailed advice provided to settings following a decision not to assess. Warwickshire remains above the national average on this measure and continues to monitor consistency of decision-making.

The SENDAR service oversee the 20-week process from request to issue of an EHC plan, with the Council's Educational Psychology Service carrying out the statutory assessment. **The timeliness of issuing EHC plans is below national average, currently around 21%. A recovery plan is now in place to address this.** This is due to a combination of factors, including an increased number of requests for assessments and an increased number of assessments being agreed. The main issue is now the stage between assessment and draft plan. We are communicating to all parents and carers and schools regarding the delays. Longer term capacity has also been approved. Funding is backdated to the date the EHC plan was due to allow schools to continue a graduated approach. From 1 July 2025, a redesigned process was launched which includes new request forms, early triage, changes to the consultation process and greater involvement of schools in panel decisions.	Following changes to how local authority Educational Psychologists (EP) are allocated, and additional commissioning of associate and locum EPs, **the number of statutory assessments by Educational Psychologists has increased** from 89 statutory assessments per month (September 2023 to March 2024) to 114 statutory assessments per month (September 2024 to March 2025). In addition, the SENDAR team has moved to dedicated Assessment and Review teams from September 2024 which allows clearer focus on the two functions. To ensure challenge from outside the service, the Council has carried out a 'discovery' activity, reviewing the 20-week process and identifying areas for improvement. The subsequent project has led to a redesigned process being launched in July 2025. The local authority ensure that children are not disadvantaged by the delay in issuing EHC plans by backdating resources to the date the EHC plan was due and encouraging and advising schools to implement a graduated approach. Where provision is considered unsuitable in the current setting, options such as short-term alternative provision can be explored. Therapy provision is included in the local offer, so only provision above the local offer is dependent on an EHC plan. Consideration is given to exceptional circumstances for prioritisation – e.g. Asylum seekers without a school place or young people in mental health inpatient settings.
Youth Justice Service	
The Youth Justice Service (YJS) has **appointed a speech and language therapist** (SALT) who works within the service. They provide advice, guidance and training to youth justice practitioners and **support with screening for**	**Special educational needs and disabilities are being identified accurately and in a timely way** as a result of screening by our senior education practitioner and enhanced screening for SLCN by YJS case managers in consultation with our SALT**.** This has resulted in increased

speech, language and communication needs (SLCN) across all young people known to the service. Close collaboration between the YJS education team leader, SENDAR, Attendance and Alternative Provision leads has meant needs are identified and appropriately addressed. In 2025 YJS has been commended with a SEND quality lead mark for the service's approach to ensuring robust identification of need and tailored approaches to children and young people with SEND needs.	and earlier requests for EHC needs by YJS assessments where appropriate. Since 2021, the **percentage of children in some form of Education, Employment or Training (EET) has increased from 67% to 80% in 2025**. A YJS Key Performance Indicator (KPI) also examines further whether the EET is suitable; this figure is around 73% for those children with SEND needs. Suitability is a judgement in terms of best fit for the child, which can include the number of hours provided and how well this is meeting need. The current target is to maintain 70% of children within suitable EET. Those who are not in suitable EET are often within the over 16 years cohort, where there are additional challenges in terms of engagement and suitable provision, however YJS are working closely with Prospects and post 16 WCC leads to address this. Data shows that the introduction of the YJS SALT role in 2022 has ensured high identification of SLCN need in the YJS cohort, with 72% of children being referred on for further assessment following screening.
Healthy Child Programme (HCP)	
The **Healthy Child Programme** (HCP) is a well-established framework for the early identification of children's needs. It offers a **tailored programme** of interventions to support the recognition and response to individual developmental requirements. The Healthy Child Programme is led by Health Visitors in collaboration with key stakeholders, including Warwickshire County Council, children's centres, and early years settings. The programme operates a **tiered model of support**, designed to ensure that the level of intervention can be scaled appropriately to meet each family's	Highly aspirational integrated working seeks to enhance and connect this work across Health, Care and Education with the recent design and implementation of the **Early Years Integrated Delivery Plan 2024-2027.** This has already resulted in high levels of collaboration from all sectors to support, identify and intervene early, especially when it comes to identifying possible SEND needs. This ensures there is a route for early identification of need and notification to the council of young children who have or may have SEND.

individual needs. At a **universal level**, the Health Visiting Service delivers mandated developmental contacts (including the integrated 2-year review), access to daily child health clinics, advice through ChatHealth, locality-based advice lines and regular "Preparing for School" sessions. These universal elements act as a safety net, helping to identify emerging needs as early as possible, recognising that early identification and intervention have the greatest long-term impact. When a child is identified as having SEND, they are offered support at either a **targeted or specialist level**, depending on the complexity of need. This ensures families receive tailored support, signposting, and guidance, with a strong focus on **involvement from key services well in advance of the child starting school**. The Health Visiting Service has developed and is delivering a dedicated **SEND project** aimed at enhancing support for families once a child has been identified as having additional needs. This project offers increased and tailored contact with the Health Visiting team, delivered through a variety of methods including telephone calls, home visits, and nursery visits. Numerous **innovative service developments** have been introduced to enhance the specialist Health Visiting Service offer in Warwickshire. The Health Visiting Service has developed the **Autism Complexity Screening Tool**, designed to support in identifying complex factors that may impact a child's development. This tool helps consider the most appropriate support for children and their families, ensuring **timely and targeted interventions**. To further support children with additional needs, Warwickshire Health Visiting has collaborated with **IDS**, **Dietetics**, and the **Dysphagia Service** to create a **Disordered Eating Training Package**. This package has been delivered to both	As part of the Early Years Integrated Delivery Plan 2024-2027, we will be taking forward any actions to work through the changes in the outcomes for children within the EYFS with an EHCP identified through data. **Feedback from parents, carers, and staff** involved in the Health Visiting SEND projects has been **overwhelmingly positive,** with parents particularly valuing the regular contact with a consistent practitioner. This approach has proven effective in meeting needs through the provision of emotional containment, practical advice, and timely signposting. The initiative, delivered as part of the SEND projects, is currently being implemented across **six teams**, with plans in place to **expand countywide** in the near future. The SEND Champion roles help identify key themes within the SEND caseload and ensure that appropriate actions are taken to address emerging trends and challenges.

the Health Visiting workforce and Early Years settings across Warwickshire, with a strong focus on providing **support strategies** for children with complex needs. The working party is now developing a **support pathway** to ensure consistent and effective guidance for both families and professionals. Thirteen **SEND Champion** roles have been developed across the county, with the aim of fostering a culture of shared good practice, ensuring that up-to-date practices and resources are cascaded throughout the workforce, and that strategic decisions are both relevant and reflective of local communities. The SEND Champions include **Health Visitors**, **Community Staff Nurses**, and **Community Nursery Nurses**, utilising the diverse knowledge base and experience of the skill mix. As part of the staffing structure, the inclusion of a Specialist Special Educational Needs Health Visitor role provides strategic oversight, as well as dedicated support, clinical supervision, and training for staff. In addition, the service has expanded to increase the number of Community Nurse positions, with the aim of supporting early identification and enabling a wider range of interventions. **Multiple strategies are in place to engage families and professionals** with the HCP and to ensure timely assessments. This includes the use of social media platforms to share information, quarterly newsletters distributed to all early years settings and childminders, and key information provided in the Red Book (Personal Child Health Record).	
Autism Spectrum Disorder Diagnostic Pathway	
Since the Ofsted/CQC inspection in 2019, **significant investment and progress has been made across the Autism Diagnostic Pathway** to reduce waitlist times**. Neuropartners have been subcontracted** to provide	**School age waiting times have significantly reduced** from 242 weeks in 2021 to an average of 67 weeks between referral to first assessment appointment (as at May 2025), since investing in additional capacity (internal CWPT resource and subcontracted neuropartners). Further

additional capacity and the ICB has recently provided additional investment to continue this arrangement.	investment has been confirmed to continue the progress made to date, recognising the ongoing significant increase in referrals for assessment. The number of children referred for an autism assessment remains higher than the commissioned capacity and the planned trajectory. Between May 2024 and May 2025, 2,536 referrals were received for Warwickshire children, which is markedly higher than the 2,080 referrals that were commissioned. There has been an increased number of referrals for young people aged 15/16 years old, and assignment of young people at 16 years old, to the Disability Transitions Team. We have seen a significant improvement in joint working between CWD and the Disability Transitions Team, ensuring information and advice is provided to young people and their families regarding the transition to adult services.
Attention Deficit Hyperactivity Disorder (ADHD) Transformation Plan	
It is recognised among the local partnership that an area for improvement is to reduce the waiting list times for ADHD assessments and treatment, which are currently too high. In April 2025, a 2-year ADHD Transformation & Recovery Plan was established, which aims to address long waiting times for ADHD assessment and treatment. Key elements of the plan include: 1. **Increasing System Capacity**: New ways of working, including diversifying the workload through qualified clinicians and professionals, and optimising existing pathways. 2. **Quality Framework**: Establishing high-quality thresholds for assessments and diagnoses that are accepted by other providers, diversifying the provider base through the independent and third sectors, and creating fit-for-purpose access criteria. 3. **Financial Sustainability**: Developing a funding strategy that minimises expenditure on Right to Choose providers and addresses cost pressures. The plan prioritises timely access to ADHD services, ensuring patients receive appropriate support through efficient and sustainable methods. The ICB has also developed an emergency commissioning policy for ADHD, which will prioritise new referrals for assessments for CYP aged 0-25.	

What are our plans to improve the way special educational needs and disabilities are identified and assessed?

i. **Continue to promote the Inclusion Charter**. Increase local area knowledge and awareness of the School Inclusion Charter and the Working Together Charter by promoting this through multiple methods and routes. This will help to ensure more families and stakeholders are familiar with Warwickshire's working together standards and will drive practice in line with our working together principles.
ii. **Recovery Plan put in place and additional capacity brought in to address delays in issuing EHC plans within 20 weeks.**
iii. **Launch and implementation of redesigned EHC needs assessment process from July 2025.**
iv. **Continue to implement the Early Years Integrated Delivery Plan.**
v. **Implement the ADHD Recovery Plan.**
vi. **Develop a combined Autism and ADHD strategy and pathway.**

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2. Children and their families participate in decision-making about their individual plans and support

"For me going to school can, at times, be like walking through a forest coz in some lessons I have a map, it's like I can see where I'm going. I know what's happening. It's a really nice forest, with deciduous trees and singing birds and there's a little caterpillar on a leaf nearby and pretty flowers in the fields; and I know where I am going, and I know I am going to get food when I get there, and it is a nice and pleasant stroll and I am filled with wonder when I am seeing new things and wot not.

At other times, it is like I have lost the map, I have lost one of my shoes, there are twigs in my hair and it is has turned in to a creepy forest, at night, with no moon; I am walking through mud; I have no idea where I am going, and I am terrified for my life. It feels like I am constantly falling, never quite hitting the floor, but I still feel the terror of, 'oh my God I am falling to my death."

From IMPACT – Youth Group

What are our arrangements for enabling CYP and families to participate in decision-making?	What impact are our arrangements having on CYP and family's participation in decision-making?
SENDIAS Service	
The SEND Information, Advice and Support (SENDIAS) service is commissioned to provide impartial information, advice, and support. This service has been re-commissioned with additional investment to June 2026. Quarterly monitoring of the SENDIAS service provides performance data and feedback.	All enquiries receive casework according to IAS intervention levels for recording contacts. From April 2024 to March 2025 the number of children and young people supported was **1,449.** Most access the service through voicemail or email enquiries at levels 1 & 2 casework. On average, our caseworkers support **350** families each quarter with **40** families receiving level 3 & 4 support through casework. Issues relating to

Since September 2024, Warwickshire SENDIAS has delivered face-to-face consultation sessions weekly across Warwickshire's five districts. These are delivered in Barnardo's and St Michael's Children and Family Centres.
Consultation sessions are arranged through appointments for a 45-minute 1-1 consultation with an accredited Information, Advice and Support (IAS) Advisor. Dates and times are notified through the service newsletter, partners and social media. Feedback from families has evidenced they first heard about us through social media or signposted by professionals who have read our termly newsletter.

As of April 2025, these face-to-face personalised sessions had supported over **78** individual children who had difficulty accessing their education. The majority have not needed to return to the service for additional advice however a small number have gone on to receive additional support from our Caseworkers.

The service has delivered online training to parents/carers on SEN Support in Schools and dates arranged for face-to-face sessions in the coming terms. Plans to deliver online SENDIAS awareness training for professionals are in place.

EHCPs being the main reason; a breakdown of all service support areas is detailed below:

Service Support for Levels 3 & 4	
EHCP Support - **draft, non-implementation; reassessment etc**	72%
EHC Needs Assessment	62%
Annual Review	11%
Mediation	63%
Early Annual Review	31%
Exclusion	25%
SEN School Support	64%
Complaint	20%
Tribunal Sections B,F & I	23%
Tribunal Refusal to Assess	31%

Coproduction with parent/carers & young people

There is an **established relationship with Warwickshire Parent Carer Voice (WPCV) and a forum for Young People with SEND called IMPACT**. They represent the families in several strategic spaces including the SEND and Inclusion Partnership Board and SEND Members Panel, which holds the Local Authority to account in the plans that are developed about how we work with families.

Addressed and removed from WCC's Written Statement of Action, co-production is now a strength at a Strategic level.

WPCV and IMPACT have supported the **co-development of the Working Together Charter**, the **Inclusion Charter**, guidance on transitions and the graduated response for neurodivergent children and resolving disagreements

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The **Working Together Charter** and **Inclusion Charter** guide collaborative working and were co-produced with parent/carers and young people. These charters guide how we should be working together at an individual level too.	process. As of the summer term 2025, **117 schools** have posted the Inclusion Charter on their website. Parent/carers and young people as experts by experience are represented throughout the commissioning of learning disability and autism services and on partnership boards. Representatives of WPCV are invited to sit on interview panels for commissioning roles and to participate in the evaluation of tenders for commissioned services.
Parents/carers voice on accessing different services	
Work is ongoing to gather feedback from parents and carers on their experience of different services for children and young people through different surveys. A survey was carried out through WPCV between 15th July and 8th September 2024 asking families about their experiences in the 2023/2024 academic year - the full report is available here. In 2025 WPCV introduced an online feedback wall, allowing for ongoing feedback to be received from parents and carers, which is shared with strategic partners across the local area partnership through the SEND and Inclusion partnership board. WPCV are also working with partners across different services to collect parent/carer views and experiences, including for the PINS project and the Short Breaks service.	Parent carers reported mixed experiences of services through the survey conducted in 2024. Some data does show improvements, however the impact of negative experiences on families should not be underestimated. Families often report feeling 'lucky' if they get a good service, rather than being able to expect this as the norm. Most of the findings were already known and work has already been undertaken to try and make improvements. A survey was also carried out to gather insights from parent carers in Coventry and Warwickshire with regards to their experience as neurodivergent parent carers when accessing services. Families reported a lack of knowledge and awareness of how neurodivergence presents. The awareness of high incidence of parent carers being neurodivergent when they have a neurodivergent child appears to be a barrier for services to provide reasonable adjustments to not only the child, but the parent/carers and families. The below information is from submissions made to Ofsted Parent Review from **April 2024 – April 2025:**

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	81 Warwickshire schools had responses from parents to Question 7a and 7b about SEND pupils, totalling 5,481 **responses.** **Q7a.** Does your child have special educational needs and/or disabilities (SEND)? **Q7b.** My child has special educational needs and/or disabilities, and the school gives them the support they need to succeed. Regarding the support schools give to children with special educational needs and/or disabilities, 68.2% of respondents shared a positive response where they strongly agreed or agreed that their child's school did provide the right support for their child. This is above national data of 67.7%. This also showed an improvement from 66.2% reported by Warwickshire parents between Sept 23-Sept 24. However, levels are still below those reported in 2021/22 and 2020/21.
Accessible information	
There is **ongoing work to develop the Local Offer website** and improved communications such as the **monthly SEND newsletter**. SEND information is part of other newsletters such as the Family Information Service (FIS) newsletter. Standard letters regarding the EHC process have been developed with engagement from Warwickshire Parent Carer Voice although there are still some further improvements to be made. Recently developed Charters are being made into two and one-page documents. Webinars also support families to guide them through the Local Offer and Holiday Activities Fund (HAF). Easy Reads are being made more available.	**Addressed and removed from WCC's Written Statement of Action, providing accessible information is now a strength.** In February 2022, we launched a Warwickshire SEND Local Offer Facebook page following feedback from parents and carers. The page has gained **2,783 followers** to date. The **traffic to the Warwickshire SEND Local Offer webpage remained high in 2024/25.** The total number of webpage views in 2024/25 was 140,514 – a reduction from the previous two years (2023/24 saw 184,480 views, and 2022/23 saw 161,840 views) – however it is still a marked improvement within the past 3 years, with a **67% increase since 2021/22**.

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The Local Offer also provides guidance on post 16 options and destinations. A pattern of meetings are in place to hear from parents, review feedback about the Local Offer, decision making meetings to progress developments of the information on the Local Offer (including WPCV), and meetings to include the Web Team to facilitate these development plans. There is an identified role within the Family Information Service to manage and co-ordinate the development of the information that is presented on the Local Offer.	Across the period April 2024 to March 2025, there was also a significant reduction in the 'bounce rate' compared to previous years, that is, the number of visitors leaving the landing page without going further. The bounce rate for 2024/25 was 14%, continuing to decrease from 17% in 2023/24 and a marked decrease from 37% in 2022/23. This is a significant improvement, suggesting that visitors were interested in the content on the page, and were able to navigate the landing page.
Child Friendly Warwickshire	
The Child Friendly Warwickshire Vision provides a unifying focus that parents, carers, children, young people and staff agree with, which communicates what we are trying to achieve. Achievements of Child Friendly Warwickshire have included holding the Warwickshire Youth Conference and Children and Young People's Voice event, in conjunction with the Voice, Influence and Change Team. The Youth Conference has a quieter space for young people and pre-event conversations to explore any reasonable adjustments that young people need to access the conference.	The Youth Conference is coproduced with young people, and the decisions are shared with young people. A third Youth Conference was held in April 2025. Feedback from attendees was overwhelmingly positive, with many describing the day as inclusive, safe and inspiring. Year on year we have increased the number of young people in attendance, which is projected to be 150 next time. IMPACT informed the development of the workshop topics, for example at the Youth Conference 2023 IMPACT contributed to the development of an identity workshop, particularly in relationship to the experience of the LGBTQ+ community.

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Youth Voice through IMPACT	
The re-established **young people's forum**, **IMPACT**, regularly provide input to events e.g. Headteachers' Conference and the Children and Families Staff Conference. In March 2024, the group released a film: *Wrong Size Fits All* which has been viewed over 25,000 times on YouTube. Young People have also been involved in recruitment for key roles. In 2025 this included the Head of Early Support and Children with Disabilities Team, SENDAR delivery leads and two Service Managers for Children and Adolescent Mental Health Services (CAMHS). Previous roles that young people have been involved in recruitment for include the Designated Social Care Officer, Service Managers for Children with Disabilities Team, Heads of Service for CAMHS, the Director for Education and the Head of SEND and Inclusion. Influencing these key roles has an impact on the development of services and in turn the value being placed on young people's voices at an individual level. Increasingly IMPACT is represented within partnership boards, projects and Quality Assurance reviews, which increases the visibility and opportunities for young people to have an influence on things that matter to them, for example the sensory experience of school. Young people have been invited to contribute to the PINS Project and will do workshops with primary schools, as well as developing a video resource about the sensory and environmental journey through the school day. Through IMPACT, young people have the opportunity and support to raise the things that they believe need to be addressed to have the greatest impact for their peers.	Comments from IMPACT Young People: "IMPACT has helped me so much. It's given me a place I am valued for my autism, and where I really have a voice. The opportunities I've had with the interviews means I know what a job interview looks like, and I know the people, which means I feel much more comfortable to speak up when things bother me. Actually, it's part of the reason I am so comfortable with my autism. Sam has been such an incredible person, she always has just the right vibe for whatever group, she understands the people she works with and does everything she can to make the group accessible, she did an online meeting in my house so I could access the meeting once. Everything about IMPACT is brilliant." "The work that we have being doing, like the film, has had a positive impact, helping to shine a light on the experiences of children going through school with SEND, giving teachers and adults who work with SEND a better insight into the difficulties their young people face". "I was part of the small team who collaborated on writing the original script, with contributions ranging from assisting in finding alternative language which could have been offensive to those on the autism spectrum to sharing my personal experiences of living with disabilities while being in education. Once the script was finished, I played the role of a background character intended to add impact to a scene as well as assisting with lighting and props. The intention of our short film was to show the struggles many young people go through in education. How the rigid environment itself can be problematic due to overstimulation, and how teachers often make this problem worse by showing a lack of compassion and understanding in the way they speak to

IMPACT seeks to hear from a wide range of young people. To do this we have maintained our online sessions and increased the number of staff supporting the sessions, so there is greater flexibility to support young people to be heard and foster the growing relationships with young people to enable greater involvement. We have also grown our links with Special Schools, so we can engage with young people where they are most comfortable to increase accessibility. We are also seeking to develop an online chat platform with young people, for further digital engagement.	disabled young people. I feel this film will help to show how taking a calmer, more understanding approach can make a more accommodating environment for people with disabilities to cope with and thrive in.”
Family and CYP voice in EHCP decisions	
For children with EHC plans, **Family Conversation and ‘My Views’ forms** are completed as part of the process and annual review guidance and paperwork highlights the importance of the child and parent voice. Where a change of setting is requested, the parental preference is sought and clearly communicated to decision makers. If the parental preference setting is not agreed, the **chair of the High Needs Provision Panel offers to meet with the family to explain the reasons why**. This has been extended to those without an EHC plan considered by the Fair Access Panel (for children without a school place), where parents and carers are invited to share their views. A new process within the EHC needs assessment has recently been implemented, whereby a ‘co-production discussion' is offered between the parent/carer, the setting of the child or young person and the Plan Coordinator (PlanCo) - using a 'Draft Plan working document'. This meeting allows the family the opportunity to discuss any possible	We have made improving communication with families a priority for our SENDAR team. Our ‘Good News Stories’ log keeps a record of positive feedback. We have seen the **number of complaints reduce** from 131 in 2023 to 108 in 2024. In September 2024, SENDAR launched their own communication charter which has been developed with Warwickshire Parent Carer Voice. The move to assessment and review teams and work on our digital infrastructure will also aide positive communication. Feedback on the recently implemented ‘co-production discussions’ during the EHC needs assessment process has been positive, from both families and the EHC PlanCos. These discussions have helped to reduce the communication required between the PlanCo and the family following the Draft Plan, as well as helping answer any queries around next steps (e.g. how the school will support). Other benefits seen include a reduction in the number of consults to alternative school settings, as well as developed relationships between the family, school and PlanCo.

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changes or additions to the Plan, what changes can/cannot be made or ask any questions about the Plan or the process, before it has been issued.	
Healthcare planning	
A Health Visiting Early Years Intervention Pilot has been established in conjunction with the ICB and Dr Anita Morgan, University Hospitals Coventry & Warwickshire (UHCW). The pilot offers enhanced screening of infants born pre 28 weeks to facilitate school readiness and reduce associated health inequalities. Health Visiting SEND Projects have been developed in Rugby, the North, and South of the County to provide a specialist Health Visiting service offer for those with SEND needs. During every contact with the Health Visiting service, parents, carers and healthcare professionals discuss the **next steps** for their child, which may include scheduling the next mandated contact, attending clinics, onward monitoring, or making referrals to other services. The level of Health Visiting service required - whether **universal, targeted, or specialist -** is determined in **collaboration** with the family, ensuring that the type and frequency of contacts meet the child and family's specific needs. Additionally, the **Outcome Stars** assessment tool is completed with both parents/carers during the 6-week review. This tool, which supports **relational, person-centred care**, helps families visually understand and track their child's progress, making the process of change visible and understood while empowering families to be **active participants** in their child's development and care planning.	There have been positive outcomes from Phase 1 of the **Health Visiting Early Years Intervention Pilot**. Notably, all additional needs identified during the 4-year review were already detected by the 27–30 month review, and all necessary specialist services were involved, ensuring that children and families were receiving timely and appropriate support well in advance of school entry. Additionally, a similar pilot has been launched with Dr. Bird at Warwick Hospital, offering enhanced development reviews at age 2 for babies born before 28 weeks. The **SEND Projects** were initiated in response to Health Visitor vacancies and the increasing SEND caseload. By leveraging the SEND knowledge and skills within the Community Nursery Nurse (CNN) workforce, we are able to provide a specialised Health Visiting service to families with children with SEND. The pilot's implementation varies depending on team capacity. Feedback from families has been very positive, with key themes including regular contact with the same clinician, reassurance and information sharing, signposting to community services and assets, and improvements in initial concerns. The SEND CNN pilots are progressing well in South Leamington, Rugby, Nuneaton, Camphill, Alcester and Kenilworth. The feedback has been overwhelmingly positive from parents, carers and staff and therefore the project will be rolled out countywide.

What are our plans to improve the way children and families participate in decision-making about their individual plans and support?

i. **Expand work with IMPACT** and special school councils to ensure that young people's voices are represented.
ii. **Continue to monitor the satisfaction rates** of parent/carers by seeking regular feedback from all services.
iii. **Redesign communications** to ensure young people 16+ are directly consulted about their care and support.
iv. **Strengthen co-production** with young people and parent/carers in CAMHS services.

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3. Children and young people receive the right help and support at the right time

"Our son was diagnosed as having bilateral severe sensorineural deafness at approximately 6 weeks old, ***it was a shock and a lot to get our heads around, but thankfully we were well supported*** *by the Paediatric Audiology service and the IDS (Hearing) team from the very start. His care was taken over from an audiology point of view by the Midlands Hearing Implant Programme at around the age of 2.5 when it was deemed he was eligible to receive bilateral cochlear implants, as his hearing loss was deteriorating and becoming more of an issue in his everyday life. However, our support from the IDS Hearing team has been a constant throughout since his diagnosis and this has varied significantly throughout the last seven years, depending upon his (our) needs; from weekly check-ins and a supportive and friendly sign language group in the early days to a half termly review in school and input as needed by his Teacher of the Deaf now.* ***Our son has made incredible progress****."*

Parent

What are our arrangements to ensure CYP receive support at the right time?	What impact are our arrangements having on CYP receiving support at the right time?
Supporting the graduated approach in schools	
SEND & Inclusion Guidance is published as part of the Local Offer. This sets out the expectations for schools on a graduated response. The guidance is categorised by the different primary areas of need and then categorised further by whole school approaches, quality first teaching and targeted interventions. The guidance provides links to resources **to ensure the latest best practice in SEND is implemented**. We have an active approach which includes SENDCo networks, Inclusion Framework, training catalogue and the PINS project.	90% of schools in WCC are judged good/outstanding by Ofsted (August 2025), a 4% increase since July 2021. **Ofsted outcomes show that a strength in those most recent reports include effective identification, inclusive curriculum access, skilled staff and effective adaptations, strong progress and outcomes and strong external agency collaboration.** This illustrates the impact of training and support given to schools including the 68% of mainstream schools that buy in to Specialist Teaching Service (STS) across Warwickshire.

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Partnerships for Inclusion of Neurodiversity in Schools (PINS)	
In 2024/25, 23 schools in Warwickshire took part in the PINS project (Partnerships for Inclusion of Neurodiversity in Schools) to bring health and education specialists and expert parent carers into mainstream primary settings. The focus of the programme was supporting neurodiverse pupils using a whole school approach to: • Help shape whole school SEND provision. • Provide early interventions at a whole school level. • Upskill school staff. • Support the strengthening of partnerships between schools and parent/carers. • Support and strengthen partnership between parent carer forums and ICBs. Each school received 37.5 hours of training, support, coaching and resources chosen from a menu of support, specifically designed for the individual schools to help them improve in self-identified areas of need around improving the experience of neurodivergent pupils in their school. The schools were also supported by Warwickshire Parent Carer Voice to host parent participation groups to gather insight from SEND parents to help communications and make improvements.	The project was a great success, and schools have talked positively about their experience: *We have really enjoyed accessing the content available via to the PINS programme. The support from Warwickshire Parent and Carer voice at Coffee Mornings has also been amazing. We have found it very challenging to fit in all the training into a short period of time. Not all staff have been able to access content due to whole-school training schedules/staff meetings booked in advance. There has also been a lot of content to digest and think about how this can be implemented in our setting. Thank you to all the professionals who have been extremely supportive, knowledgeable and flexible!* *"The Parent Participation event was brilliant! We were really pleased with the representation of parents and how well everyone engaged. It was a lovely environment, and the session had a great culture. We think we have some real champions in the parent group who can continue to lead and contribute to the bigger picture!"* The project has been extended for another year and in Year 2, 20 new schools have signed up to the project. We will build on the successes of year 1 and develop new training based on the identified needs of the schools. Year 1 schools will also continue to be supported through a Community of Practice with other PINS schools and will be able to access further training and support.

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Education, Health and Care Plans	
Education, Health and Care Plans (EHCPs) are in place for those with the greatest level of need across Warwickshire. This is currently **4.7%** of the school population. This is slightly below the national average of 5.2%. For children with EHC plans, **a quality assurance framework** is used with termly multi-agency thematic reviews to improve the quality and consistency of EHCP content. **Annual Reviews** are being completed in line with requirements in **over 80% of cases**. Where possible**, Annual Reviews are coordinated with Personal Education Plan (PEP) Reviews and Child in Need Reviews** to ensure efficient review of a child's needs holistically.	**Our termly EHCP Quality Assurance reviews ensure our EHC Plans are fit for a wide variety of audiences, and that they are user friendly and readable.** Following these reviews, we have made Section F more specific and Section B more concise. The most recent reviews, which look at 9-12 EHC plans with a range of stakeholders, have focused on Autism, the 'Golden Thread' and 'Consistency across Ages'. In Summer 2025, IMPACT participated in the QA reviews and highlighted the importance of the child and young person's evolving story. IMPACT made recommendations that the order of how the information presented in Section A should change, so that any challenges they have faced are seen in the context of a more holistic view of the child or young person, not a chronology of issues. IMPACT felt listened to and valued and panel members reflected on the perspective young people brought to the Review. The appeal rate to the SEND tribunal is at 3.1%, just below the national average of 3.2%. Of 1,207 new EHC plans issued in 2024 and 2,081 amended EHC plans issued, only 108 appeals for the contents of the EHC plan were lodged. Improvement in decision-making following annual reviews has been identified as an area for improvement. The restructure of the team to focus on assessment and review functions separately has been in place since September 2024, along with refreshed guidance to schools regarding annual reviews.

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Sustaining educational placements	
It was identified that support around de-escalation was needed for schools across Warwickshire. **De-escalation training was therefore developed by the Specialist Teaching Service (STS)** and is available to all schools in Warwickshire free of charge. Since introducing the training in January 2022, the course has been delivered as whole school training in **76 schools**. In response to the **tendency to under identify the Special Educational Needs of pupils at risk of placement breakdown**, a new process for reducing and preventing suspensions and exclusions was introduced in September 2025. Schools are being encouraged to contact their local **STS Area Manager for advice and guidance on the implementation of the Graduated Approach as soon as concerns emerge**. When appropriate support has been evidenced, schools can request support from an **Inclusion Mentor**. **Inclusion Mentors** have been introduced to work with schools who have identified a student at risk of placement breakdown. To access this support, schools are expected to evidence their implementation of the Graduated Approach, including the involvement of external agencies. **Inclusion Mentors provide time-limited support for key adults, focused on building the capacity of the school** to implement the recommendations of external specialists. The local authority has commissioning arrangements in place through an **Alternative Provision (AP) Framework** to support children permanently excluded from school from the sixth day, followed with a plan for reintegration to education.	Overall, there has been a **decrease in permanent exclusions**, from 190 in 2023/2024 to 161 in 2024/2025. Whilst overall the number of exclusions has reduced, there is a disproportionate number of pupils with SEN and FSM eligibility who are excluded. This highlights the need for continued focus on early intervention, inclusion strategies, and targeted support for the most vulnerable learners, particularly those with complex needs. An AP Free School planned to open in September 2025 has been delayed, however different models of AP are being developed in different areas of the county, for example the Orion Centre (see section 12 for more information). The average number of **permanent exclusions and suspensions remains lower** in schools working with the Specialist Teaching Service, but there is a pattern emerging, particularly in secondary schools, where suspended and excluded pupils have not been referred to the STS Specialist Teacher. This largely reflects the tendency to separate 'behaviour management' from SEND, something which we hope will be addressed by the new approach to preventing suspensions and exclusions introduced in September 2025. The use of **Inclusion Mentors** to support pupils at risk of placement breakdown **makes a significant impact**. Since their introduction, Inclusion Mentors have supported 502 Children & Young People with an EHCP. In 80% of cases, the involvement of an Inclusion Mentor secured the desired outcome identified by the school. In the academic year 2024/25, Inclusion Mentors supported 127 students. Of these 127 students, 66 were closed by the end of the academic year and successful outcomes were achieved for 53 students.

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Students from the University of Warwick worked in partnership with WCC, WPCV and a private law firm specialising in Education Law to produce a film to increase families' understanding of school exclusions **School Exclusions: A Helpful Guide for Parents, Guardians and Carers** (launched December 2022).	Evaluations from the de-escalation training show that the average score for whether attendees would recommend the training is 9.1 out of 10.
Top Up Funding	
A **new top-up funding system** has been developed to release resources to schools at the right time and replace costed individual educational plans which often slowed down support. This was developed with schools to ensure the right resources at the right time.	Since its roll out began in September 2023, **2,876 children have had funding calculated through the new top-up matrix – receiving the right resources at the right time.** Of those 2,876, only 72 have led to a 'super user surgery', where a school has challenged the funding. To date, the majority of these funding queries have been resolved through the super user surgery, with the others still scheduled to take place.
Autism Support	
An integrated **Community Autism Support Service** has been established to provide support for CYP and families while they are awaiting assessment for, and after, a diagnosis of autism. A referral information pack is issued to every individual referred for a neurodevelopmental assessment, as well as those who receive a diagnosis, which includes signposting to online resources as well as interactive support services. **Peer Support** services and **education and training** through live and prerecorded webinars are also now offered.	The Community Autism Support Service was evaluated last year, and **feedback was overwhelmingly positive**. Consequently, the **service was recommissioned.** Two previous IMPACT members are now working for the Community Autism Support Service. Diagnosis rates for autism are at 82%, demonstrating that the vast majority of referrals are appropriate.

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Supporting emotional well-being	
The **Dimensions of wellbeing** online tool has been developed by Coventry and Warwickshire Partnership Trust, with funding received from the ICB for specific functionality. Dimensions is an accessible tool that provides a personalised profile and information to support adults, children and young people in Coventry and Warwickshire. The Dimensions tool can be used to rate yourself or another person, to create a profile which can highlight a person's areas of strength and areas where they may benefit from support. **It provides trusted information about local services, national support and resources such as videos, apps and books**. This forms the foundation of a graduated response to supporting social emotional and mental health across the local area. The Dimensions tool is being used within the PINS project to develop the content to support schools and families in regards to strategies and reasonable adjustments. We are embedding the Dimensions into our revised referral form and process to ensure families and professionals have completed the tool prior to referral and are sending in the children and young people's profile with the referral. The SWFT Children's Occupational Therapy service offers a targeted parent and educational workshop package to share knowledge on sensory sensitivities and sensory based approaches. The workshop was also circulated to support educational settings via the statutory needs assessment process, used to provide the foundation awareness training for schools participating in the PINS project and adapted for targeted training in Warwickshire special schools for setting staff.	Since 2020, **over 36,000 personalised profiles** have been generated for children and young people using The Dimensions of wellbeing tool. It is being used by many families and young people. Parents and carers can also produce a profile for themselves to help understand their strengths and where support may be of benefit. Additionally, **3,000 professional users access the tool** and use this to support children and young people they are working with. The main aim of the Dimensions tool is to remove barriers to support. The impact we are seeking is to ensure families know where to find support and they have a tool which helps them to understand their child in a holistic way. The tool supports a conversation between families and professionals regarding onward referrals. The occupational therapy sensory workshop package was launched in 2022. This education package is offered to CYP, parents/carers and educational support staff. CYP with identified sensory sensitivities reported by parents, school or registered health care professionals can request access to this package. The offer is now established across the local area. In 2024/25, 544 new offers were made. It is of interest that **more than 40% of occupational therapy EHC needs assessment requests in 2024/25 did not report physical or developmental functional difficulties**; these requests were supported effectively via the sensory education package.

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Support with reading	
The Educational Psychology Assessment through Teaching Tool (EPATT) is the first county-wide approach developed across two local authorities. It combines effective educational psychology advice with an online tool that monitors reading progress over time and is free to all schools. Accessing the written word is the crucial skill underpinning the curriculum; therefore, the EPATT is designed for any child struggling with reading, regardless of age, ethnicity, diagnosis, or financial resources. The tool has been developed to assess children, plan interventions, and monitor progress, saving teachers valuable time. It is flexible enough to adapt to the diverse needs of children and the complexities of school environments. In Autumn 2024 the spelling EPATT was launched, followed by a pilot in the summer term of 2025 of an evidence-based spelling approach (Spelling through Morphographs) in collaboration with Staffordshire County Council and McGraw Hill publishers. A numeracy EPATT has been launched in September 2025, with a high number of schools showing interest in participation. Work is underway in collaboration with the awarding body AQA to enable schools to be able to celebrate EPATT successes with children and young people through AQA's Unit Award Scheme.	Almost half of Warwickshire schools (49%) have signed up since September 2023, with over 1,400 children registered and more joining each week. Monthly network meetings are held, which schools are highly engaged in. Data indicates children are making accelerated progress in reading skills. Feedback from schools, parents, and children has been positive with **95% of children surveyed reporting improvements in their reading**. On average, children achieve 8 months reading age progress in a term. One child recorded 35 months progress in five months. For the spelling EPATT, students achieve on average 8 months spelling age progress in a term. Schools have noted improvements across a range of literacy skills including fluency, comprehension, attainment, enjoyment and motivation. With the increasing number of children identified with SEND, the EPATT provides a sustainable, wide-reaching solution. The evaluation of the Spelling through Morphographs pilot has shown measurable and significant outcomes for students in improving spelling and independent writing skills. On average, **students achieved 12 months spelling age progress after 7 weeks intervention.** Students reported having increased confidence in their spelling ability. Positive feedback was also received from school staff: *“We have found that a morphological approach has been outstanding in helping the children’s confidence. The children have all scored highly in the mastery tests and their SATS spelling scores were much improved too”.*

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Advisory and Support Services	
The Council supports schools through a mix of traded and free support services including the Specialist Teaching Service, Educational Psychology Service and Integrated Disability Service. The Coventry and Warwickshire Neurodevelopmental team provides telephone clinics that can be accessed without the need for a diagnosis. This provides families and children with signposting and supportive resources.	68% of mainstream schools buy in the Specialist Teaching Service and 75% buy in the Educational Psychology Service. There is a positive correlation between schools that buy in services and SEND judgments in Ofsted inspections. Parents feedback positively on support services such as the Hearing Impairment Service. 90% of schools in WCC are judged good/outstanding by Ofsted (August 2025), a 4% increase since July 2021. **Ofsted outcomes show that a strength in those most recent reports include effective identification, inclusive curriculum access, skilled staff and effective adaptations, strong progress and outcomes and strong external agency collaboration.**
Children unable to attend school for medical needs	
Where children are unable to attend school due to medical needs, the Flexible Learning Team (FLT) provide support. From January 2026 the team is being re-named to Medical Education Team. SENDAR now have a dedicated EHC Plan Coordinator to oversee Education Otherwise Than At School (EOTAS) packages. A co-produced statement of intent has been drafted to shape our approach around EOTAS. We are reviewing available tuition services to ensure we are getting best value for money for home or on-line tuition packages.	In the academic year 2024/25, the Flexible Learning Team supported 258 students. A significant proportion of children were referred because of mental health related reasons. In terms of the demographic breakdown of students: • 60% were female • 40% were male • 44% were eligible for FSM • 19 children had an EHCP and 18 SEN Support Regarding qualifications, 44 students supported by the FLT sat GCSE exams in the academic year 2024/25. The results have been returned for 29 of these students, with 60% achieving Grade 4 or above in English, and 58% achieving Grade 4 or above in Maths.

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What are our plans to ensure children and young people with SEND get the right support at the right time?

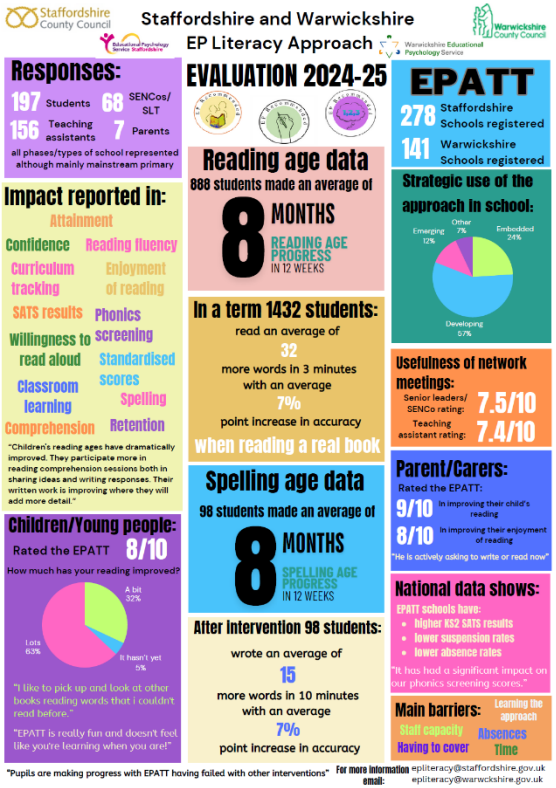
i. **Continue to roll-out a new top-up funding system for children and young people with EHC plans** to release the right funding at the right time.

ii. **Implement new arrangements for the EHC plan annual review process from September 2025** to ensure all CYP benefit from a timely and focused review of their needs.

iii. **Enhance practice within the SENDAR service** to improve parental satisfaction through the continued quality assurance of EHCPs.

iv. **Further roll-out of the EPATT programme** accelerating progress in reading.

v. The ICB has developed a standard request for health data which will enable the system to keep better oversight on waits to access services.



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4. Children and young people are well prepared for their next steps and achieve strong outcomes

Data is from the DfE Local Authority Interactive Tool as of September 2025, and the latest available performance data by SEN is from 2024 (W = Warwickshire, SN = Statistical Neighbours, N = Nationally).

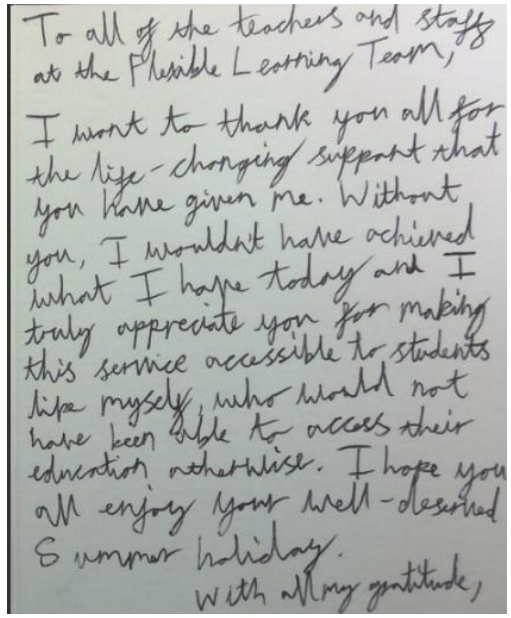
Early Years Foundation Stage: Our children with EHCPs have lower attainment by the end of the Early Years Foundation Stage compared to national average and statistical neighbours (Good Level of Development: W: 1.7%, SN: 5.1%, N: 3.8%).

Key stage 2: combined reading, writing and maths, 2024: Warwickshire children with EHCPs perform behind national and statistical neighbours (W: 7.0%, SN: 9.5%, N: 9.0%). Children with SEN support perform behind national and ahead of statistical neighbours (W: 25.5%, SN: 23.5%, N: 26.0%).

Key Stage 2 progress data shows Warwickshire children with EHCPs make less progress across reading, writing and maths than statistical neighbours and nationally. Children with SEN support make less progress in Reading and Maths than statistical neighbours and nationally. However, in Writing, Warwickshire children with SEN Support make better progress than statistical neighbours and nationally.

Key Stage 4: Warwickshire pupils with EHCPs achieve Attainment 8 scores just above national and behind statistical neighbours (W: 14.5, SN: 15.0, N: 14.2). Pupils with SEN support achieve attainment 8 scores above statistical neighbours and national (W: 34.0 SN: 33.4, N: 33.1).

Key Stage 4 progress data shows Warwickshire pupils with EHCPs make better progress than statistical neighbours and national (W:-1.08, SN:-1.18, N:-1.13). Pupils with SEN support are in line with national, just behind statistical neighbours (W:-0.45, SN:-0.42, N:-0.45).


To all of the teachers and staff at the Flexible Learning Team,

I want to thank you all for the life-changing support that you have given me. Without you, I wouldn't have achieved what I have today and I truly appreciate you for making this service accessible to students like myself, who would not have been able to access their education otherwise. I hope you all enjoy your well-deserved summer holiday.

With all my gratitude,

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Percentage of 19-year olds qualified to level 3: More of our young people with SEND achieve a level 3 qualification at aged 19 compared to national and statistical neighbour averages. (EHCP: W:17.33%, SN:14.52%, N:14.15%; SEN Support W:35.79%, SN:35.44%, N:35.08%)

Absence: A higher percentage of children with SEND are absent from school compared to national averages and statistical neighbours. In the Autumn term 2024/25, 10.5% of Warwickshire pupils with SEN support were absent compared to 9.6% for statistical neighbours and 9.2% nationally. For pupils with EHCPs, Warwickshire stood at 14.2% absence compared to 13.1% for statistical neighbours and 12.5% nationally.

16-17 year olds in Education and Training: Higher proportions of Warwickshire 16-17 year olds with SEN are in Education and Training compared to statistical neighbours and nationally (W: 91.44%, SN: 88.54%, N: 87.40%).

What are our arrangements to ensure CYP are well prepared for next steps and achieve strong outcomes?	What impact are our arrangements having on CYP outcomes and preparation for next steps?
Education, Health and Care Plans	
EHC plan outcomes focus on aspirations by the end of the next key stage in a measurable and achievable way; outcomes are **developed primarily through engagement with the Education Psychology services**, with points for further comment in the process.	**Academic outcomes are positive, with Key Stage 4 Progress 8 and Attainment 8 scores above the national average** for young people with EHC plans and at SEN support. Progress against EHCP outcomes is **reviewed through Annual Reviews** and amendments are made to plans on a needs-led basis.

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Supporting transitions	
New transitions guidance has been issued to support moves between education settings: Transitions - starting a new school or college. EHC plans from Year 9 onwards include a focus on **Preparation for Adulthood**, identifying steps towards the four broad outcomes of Employment, Independent Living, Community Inclusion and Health. The efficacy of social care transitions between children and adulthood is reviewed under monthly targeted audits for a sample of young people who have transitioned between services, jointly completed by staff in the Children with Disabilities Team and the Disability Transitions Team. As part of the Autism Strategy, we recognise that what makes transitions difficult is the ability for all organisations to do reasonable adjustments. To support this, a multi-agency working group including experts by experience has been established to develop how reasonable adjustments can be more consistently applied across the system.	**89% of children in Year 6 with EHC plans had a secondary school named** by the statutory deadline, with **99% of Year 13 and Year 14 students having a post 16 setting named** by the statutory deadline. The DBV evidence has shown the number of requests for specialist provision between Year 6 and Year 7 has increased, along with the number of starts in specialist provision. In Nuneaton, the success of transitions between education phases was identified as a priority for 2024/25. A report is due late Autumn 2025. The project is continuing across the academic year 2025/26. The monthly casefile audits completed for young people who have transitioned from the Children with Disabilities Team to adult social care evaluate the young person's journey into adulthood. Good practice and areas for learning are identified and addressed.
School attendance	
New statutory guidance was introduced from August 2024, along with new systems for recording school absence over 15 days. '*Warwickshire Attendance Service Approach to Supporting School Attendance*' was reviewed following feedback from schools and LA services and re-launched in September 2025 based on the DfE guidance 'Working together to improve school attendance 2024'.	Absence in Warwickshire showed encouraging improvement in Autumn 2024/25, with **overall absence falling from 7.6% to 6.7%**, persistent absence dropping by 2.6 percentage points to 17.7% - just below the national average - and severe absence reducing to 2.5%. While Autumn term figures are often more positive, these reductions reflect a meaningful shift and continued focus on supporting the most affected pupils.

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The Attendance, Children Missing Education (CME) and Elective Home Education Service (EHE) have jointly appointed an EHE Plan Coordinator and an Attendance Adviser (Virtual School) to offer direct specific support to some of its most vulnerable children. For children in care, there is a quarterly panel for those persistently absent from education, jointly held with the WCC Education service, Children and Families service and the Virtual School. This panel is chaired by the principal social worker and ensures that relevant information is shared across Children's Services and Education, allowing for effective plans to be put in place. This will also be supported by the newly appointed Attendance Adviser (Virtual School). National programmes such as Attendance Hubs, mentoring, and the RISE programme are supporting schools and families to improve attendance. Warwickshire has embedded the new National Framework, with strengthened legal process and a revised Code of Conduct to ensure consistent and proportionate responses to unauthorised absence. Targeted Support Meetings have been held with all schools in the county. Support to improve schools' procedures has been offered and engaged with. This results in: • Capacity building in schools and support for school staff to support children and young people to engage in education. • All pupils identified as severely absent have been discussed and schools have ensured plans around the pupil are in place.	A higher percentage of children with SEND are absent from school in Warwickshire compared to national averages and statistical neighbours. Attendance data from the Autumn Term 2024/25 highlights the ongoing challenge for children with SEND: • Pupils with SEN Support had an absence rate of 10.5%, compared to 9.2% nationally and 9.6% across statistical neighbours. • Pupils with EHCPs had an absence rate of 14.2%, compared to 12.5% nationally and 13.1% across statistical neighbours. WCC is taking a proactive, multi-agency approach to improving attendance for pupils with SEND. Through regular meetings, schools and the LA work together to address persistent absence, using data and ensuring reasonable adjustments are in place. Attendance leads receive strategic advice, with EHCP Coordinators and SENCOs involved where needed. Every school has been allocated a named WCC Attendance Officer. This has allowed us to strengthen our statutory oversight, enhance the quality of Targeted Support Meetings, and ensure consistent and flexible delivery by the Warwickshire Attendance Service through Working together to improve school attendance (2024), including facilitating multi-agency support and legal intervention where appropriate. Collaboration between Attendance, Children Missing Education and Elective Home Education services have established positive working processes with Warwickshire Parent Carer Voice (WPCV). WPCV helped

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• Early identification as part of these discussions is leading to joint working with internal agencies. • SEND absence remains a key focus, highlighting the need for targeted, multi-agency support. WPCV have contributed valuable feedback on the updated delivery model for school attendance, helping to ensure the process is clearer and more accessible to parents.	to shape the EHE Parent Booklet and coproduced the Attendance Service parent/carer website.
Supported internships	
The local area has an **offer of supported internships** and is seeking to expand the offer. A Supported Internship Coordinator role has been created to oversee and enhance the delivery of supported internships, working with education providers and employers to grow the opportunities available for supported internships. The SI Coordinator role has strengthened the LA's tracking and recording processes and has enabled the LA to better understand the areas of need within the programmes, as well as the areas of success. The role has also contributed to the development of two new programmes that are due to launch in the autumn term 2025/26.	There has been **an increase of Supported Internship opportunities within Warwickshire** since the creation of the Supported Internship (SI) Coordinator role. The SI Coordinator has strengthened communication with the providers and businesses and has supported colleges with training, recruitment and sharing programme opportunities. There has been positive feedback from young people on supported internships currently offered. **The number of young people accessing Supported Internship opportunities continues to rise, with 30 young people on programmes in 2024/25, across 10 different employers across Warwickshire.** The Supported Internship coordinator is working with the colleges to confirm post internship destinations. **In 2025/26, 42 young people enrolled onto a supported internship in Warwickshire,** with a further 6 placements across 2 new programmes launching later in the autumn term.

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What are our plans to ensure children and young people are well prepared for their next steps and achieve strong outcomes?

i. **Key stage transfer process for EHC plans reviewed and updated for 2026.**
ii. **Guidance on attendance updated and distributed to schools including guidance on section 19.**
iii. **Education transitions guidance to be promoted** and communicated to children and young people and parents and carers.
iv. Implementing a robust infrastructure to **increase the offer of supported internships.**

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5. Children and young people with SEND are valued, visible and included within their communities

"Love this programme, my son really benefits being with his peers and engaging in activities through the holidays"

- Parent feedback on Holiday Activities Fund

"This week at Atherstone Nursery school our children who access our Nook Early Years Enhanced SEND provision (children with a range of special education needs and/or disabilities) - went on a local outing in our community to deliver Christmas cards to our neighbours - the walk brought so much awe and wonder and could put all their target skills in the community.

In doing this the staff and children accessed our local care home and our library - we have been asked to do regular trips to the care home and the staff have asked if the children can do weekly trips to our local library.

How amazing is this - the joy it brought the children - but also the parents in hearing about their achievements and adventures."

- Feedback from Executive Headteacher December 2024

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What are our arrangements to ensure CYP are valued, visible and included within their communities?	What impact are our arrangements having on CYP being valued, visible and included within their communities?
Directories and Signposting	
Warwickshire hosts '**SearchOut Warwickshire**', a community directory, which can be accessed from the SEND Local Offer and has 18 SEND categories aimed at young people at their families with organisations to be involved in or support. There is a Warwickshire SEND Newsletter that is distributed by the Marketing and Communications team. This is a monthly newsletter that is produced with input from Warwickshire Parent Carer Voice and the Voice, Influence and Change team, as well as the SENDIAS Service. In addition, the Family Information Service (FIS) send out two newsletters (one a weekly update and one a monthly special edition) informing families of upcoming activities and events. This year, this also included **signposting to SEND family experiences, activities that are commissioned in the school holidays specifically for families with SEND** as part of the Holiday Activities and Food (HAF) programme. The HAF programme has also increased the number of SEND-specific activity options for CYP within their delivery offer, by adding more SEND specific providers to the framework of providers and by working with other providers to facilitate them offering SEND specific sessions or camps. In addition to this, the HAF programme has also increased the amount of funding allocated to providers to offer one-to-one support where requested by parents for CYP with SEND.	The Local Offer Facebook page currently has 2,783 followers (as of Sept 2025) and is also a key channel for communicating with parents and carers about SEND related activities and news. The current number of subscribers to Warwickshire's SEND Newsletter is 2,230 (as of Sept 2025). In addition, there are 9,185 subscribers to the Family Information Service newsletters. Some of the feedback provided can be seen below: ***What made you decide to subscribe to the FIS newsletter?*** *"The relevant information it provides. Also, for sharing this with our SEN group."* *"Both my children are autistic and ADHD, I am disabled and we are on UC top-ups (low income), so I want to be aware of everything that is available locally that might be of help to us"* The number of **children and young people with SEND accessing the HAF programme is increasing**, as more SEND-specific sessions are added to the delivery offer. In the Easter holidays 2025, over 1,000 CYP with SEND accessed the HAF programme, representing an **increase of 203% in participants with**

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FIS have developed SEND leaflets and posters to promote the Local Offer which have been distributed to venues across Warwickshire such as GP surgeries, libraries and Children & Family centres, and are taken out on outreach events across the county. The 'Safe Places Scheme' are places such as shops and community centres where anyone can go to get help if they feel upset, scared or angry and/or if they are the victim of a hate crime. This list of Safe places can be found here: Safe Places – Warwickshire County Council.	**SEND accessing HAF** compared to the last couple of years. There was also a significant increase in the number of families attending SEND family experiences; **243 families attended a SEND family experience** in Easter 2025, compared to 134 families in Easter 2024. Feedback from families accessing HAF provision including the SEND family experiences has been very positive: *"I think your programme and team are amazing! Giving children the opportunity to have a day out is truly amazing"* *"Having the HAF code makes our life as a family so much better. To be able to use a code and book them on means they can keep the routine without causing financial concerns."*
Developing independence within the community	
By supporting children and young people across the range of needs displayed, our schools and settings aim to build confidence, resilience and knowledge in children and young people to participate in universal and specialist activities. For those young people with EHC plans, their plan is revised into the Preparation for Adulthood format at Year 9 to **focus on building independence and wellbeing for life after school and college**. Our emerging Preparation for Adulthood pathway **focusses on the ambitions that young people have told us directly they want to achieve**, such as independent travel and managing money. Many of our schools and colleges build in activities for independence into their curriculum, such as running a community café at Evergreen School.	**A high proportion of young people with EHC plans remain in education, employment and training aged 16-19 and a higher than average percentage of young people with EHC plans achieve a level 3 qualification.** The local commissioning arrangements for tracking and supporting the participation of 16-18 year olds (up to 25 with an EHCP/Care Leavers) into education, employment or training (EET), undertaken by Shaw Trust/Prospects, has led to high numbers of young people remaining in education, employment and training aged 16-19. The local area has identified a gap in gathering evidence regarding the variety of outcomes achieved by our young people with SEND in the

	Preparation for Adulthood phase (post 19), however, plans for recruitment are subject to spending authorisations.
Music	
Warwickshire Music is committed to ensure all children and young people, regardless of their background and circumstances, are able to access a music education relevant and appropriate to their needs. Through tailored approaches to music tuition, and specifically designed projects, children and young people can engage in experiencing and creating music with their peers, with families encouraged to engage in their musical journey. We deliver individual and small group instrumental and vocal tuition to primary, secondary and college pupils, and whole class instrumental tuition and curriculum support in primary schools. We also provide music therapy and bespoke programmes targeted to children and young people with SEND and Social, Emotional and Mental Health (SEMH) needs.	Through tuition in schools, in the academic year 2024/25, Warwickshire Music taught **1,625** pupils each week who are in receipt of an **EHCP or SEN Support** (17.5% of learners, which is an increase of 3% on 2023/24 levels). In the next academic year, we will be delivering provision to 3 of our Special schools, delivering a project to 2 schools in the south Warwickshire area, and projects in the north and central area, in collaboration with Alternative Provision centres, to reach children and young people with additional needs.

What are our plans to ensure children and young people with SEND are valued, visible and included within their communities?

i. **Continued promotion of commissioned activities through the Search Out Warwickshire directory** and Family Information Service newsletters. There is an annual review of the HAF programme and appropriate activities for children and young people with SEND.

6. Leaders are ambitious for children and young people with SEND

"Following submission of the 'HR7 preparation template' and evidence provided during the review meeting, it is clear that you continue to make sustainable progress against the activity in your WSoA and that there is evidence that your work is having a positive impact."

DfE, May 2024

What are our arrangements to ensure leaders are ambitious for CYP with SEND?	What impact are our leadership arrangements having on CYP with SEND?
Vision and Strategy	
The Children and Young People Strategy sets outs a broad vision, which supported by the Education Strategy and the SEND and Inclusion Strategy provide a collective vision and roadmap to improvement. In addition to this, leaders have come together to establish the **SEND and Inclusion Change Programme** in September 2020 and the **Written Statement of Action workstreams** in response to the local area SEND inspection findings of 2021. Throughout this time the vision has remained for children and young people with SEND to be able to fulfil their potential in their local community. In Autumn 2023, leaders came together to **refresh the current strategy and engage with the DfE's Delivering Better Value (DBV) Programme**. In Spring 2024, leaders also came together to support the Families First for Children pathfinder.	**We have seen improvements in Co-production and the Local Offer, waiting lists reduce for autism, innovative work implemented in the form of the Inclusion Framework and EBSA trials, increased numbers of children with EHC plans being supported in mainstream settings, increased commissioning of SEND resourced provisions, and reform of decision-making panels and funding.** The Families First and DBV programmes will move the Partnership further forward. Leaders monitor performance together against an agreed **performance dashboard**. Top-level indicators are included in the Council plan for quarterly review by senior leaders. This monitoring has allowed for timely intervention – for example when performance against the 20-week indicator has worsened. Also, where the decision not to assess rates

The summer 2024 headteachers' conference included items on Families First for Children and DBV – the latter led by a Warwickshire headteacher on workforce development for SEND.	were identified as high, a task and finish group was put in place and the rates have subsequently reduced.
Strategic Decision-Making	
Governance has been dispersed across different local programmes of work, however the **SEND and Inclusion Partnership Board launched in September 2023 has brought oversight of leaders** across education, health, social care and Warwickshire Parent Carer Voice back **into one forum**. **Responsibilities are delegated** to allow appropriate decision-making by commissioners and providers to ensure the right support at the right time. The Warwickshire Education Partnership Board (WEPB) was introduced in September 2023 to improve strategic communication with all schools, including communication on SEND & Inclusion.	Leaders challenge themselves through ensuring **a culture of challenge and support** at bodies such as SEND and Inclusion Partnership Board, Schools Forum and Overview and Scrutiny panels. The development of the Inclusion Charter has also been identified as a way to both celebrate and challenge schools on their inclusive practice. All forums have given their support to the Delivering Better Value Programme and have been involved in the development of the SEND and Inclusion Strategy. The local area has also developed a Team Around the School Approach (TASA) to ensure focus on performance at school level (more information below).
Working with our settings	
Teams are working together with settings to champion children and young people with SEND. Examples can be seen in the Early Years Integrated Delivery Plan, School Governor training for SEND and joint work with the Virtual School.	The Early Years Integrated Delivery Plan, established in summer 2024, has secured highly effective working across a significant number of teams in education, health and care. So far, the impact has been to connect, link and collaborate on our workstreams with a view to improve outcomes in the six identified priorities. The first of which is EYS SEND & INCLUSION: a shared responsibility for all.

A new post has been established that is co-located across SENDAR and The Virtual School to prioritise Children in Care with an EHCP/undergoing an EHC Needs Assessment. Governor Services have secured effective collaboration with the STS/SEND teams, for example in 2024 offering a SEND Workshop for governors across Warwickshire to ensure that they can support and challenge schools effectively. This is now being built upon with STS/SEND teams creating 'bitesize' chunks of training for governors which will be available on GovHub.	Currently **98% of settings on the Early Years Register are Good or Outstanding in Warwickshire** (in-line with National average). **20% of settings in Warwickshire are Outstanding**, compared to 14% nationally.

What are our plans to ensure leaders remain ambitious for CYP with SEND?

i. **To continue to promote the Inclusion Charter** in schools and settings to fuel a culture of support and challenge.
ii. **To continue to implement the Team Around the School Approach (TASA).**

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7. Leaders actively engage and work with children, young people and families

"The teachers are happy & friendly. They make me feel safe & I enjoy going to school now I've moved there. My teachers listen to me when I'm anxious & encourage me when I need it. They listen to my needs & communicate with my mom daily. [My] School go above & beyond helping me. They've encouraged me to sit my exams & I've done well because of their confidence in me. They are caring & have shown huge empathy when my little brother was in hospital for a long time, they helped keep me smiling & they have been on courses to help with my brother's diagnosis of diabetes to be managed now he is back in school. They really are the best! (Girl – Special School)"

From IMPACT

What are our arrangements to ensure leaders actively engage and work with CYP and families?	What is the impact of our arrangements of leaders engaging with CYP and families?
Engaging with CYP	
Feedback and priorities are discussed with children and young people in Warwickshire. See section 2 'Children and their families participate in decision-making about their individual plans and support' of this self-evaluation framework for more details. This has involved **leaders meeting with young people** about the services they receive, carrying out surveys and consultations and giving their own space to raise the issues they would like local services to focus on. The Council hosts IMPACT for young people with SEND, and also the Warwickshire Youth Council, Children in Care Council and Care Leavers Forum.	**100% of young people involved in IMPACT report they are engaged and listened to within the group and can see that they are making a difference.** Evidence on where IMPACT and colleagues have already engaged are the video Wrong Size Fits All: A film from IMPACT about young peoples' experiences of school and being part of the SEND and Inclusion Partnership Board. IMPACT representatives have a standing agenda item at these board meetings and comment on other agenda items discussed.

As the work of **IMPACT** expands and links with engagement activities in schools are made, this feedback mechanism will continue to grow. We actively seek feedback from the young people involved with IMPACT including their thoughts on how they are feeling about the IMPACT group, whether it is working and if they feel the concerns they are raising are they being acted on. There is a dedicated member of staff within the Voice, Influence and Change team at WCC who regularly communicates with IMPACT, and supports their involvement with boards, forums and engagement activities to increase the representation of young people across a range of services.	IMPACT representatives also sit on interview panels to influence appointments to key roles.
Working with Warwickshire Parent Carer Voice	
Warwickshire are proud of the working relationship with Warwickshire Parent Carer Voice (WPCV) and how this has improved since 2021. The parent carer forum was reconstituted in 2021, supported by one of the first projects in the SEND and Inclusion Change Programme. The Council has worked hard to promote the benefits of co-production and include WPCV as representatives on a range of projects and activities, as well as the SEND and Inclusion Partnership Board and the SEND Members Panel. There is a mutual understanding of the pressures upon each other and constructive dialogue on how to approach the challenges we face. For example, WPCV encouraged the Council to be upfront in communications with parents about the current challenges on meeting	The SEND newsletter group requests items from WPCV and asks for comments before publication. This has allowed for communications to be shared freely between the two groups and ensure engagement on any difficult messages. The involvement of WPCV in the co-production of important sources of information for parents and carers ensures that the information is provided in an accessible and appropriate manner, meaning parents and carers are more able to access services. Examples of this include the co-production of the Short Breaks Statement, the Local Offer webpage and a range of parent/carer webinars. The commitment and support for the PINS project is an example of working together and actively involving parents in new activity.

the 20-week EHCP timescale, which has subsequently been well received and builds trust. WPCV actively seeks to broaden its membership and has been successful in doing so, supported by Local Area partners. More recently, it has established itself as a social enterprise to embed its practice further.	WPCV attend a range of strategic meetings including SEND & Inclusion Partnership Board, Children and Young People's Partnership and Warwickshire Education Partnership Board. This ensures the inclusion of families and their lived experiences into strategic discussions, and also ensures effective accountability within the local area partnership, with WPCV acting as a critical friend and raising concerns where necessary.
Seeking direct feedback from families	
Throughout a range of projects since 2020, the local area has sought to understand the experiences of families through a number of **surveys** and **focus groups** conducted as part of the SEND and Inclusion Change Programme and Written Statement of Action. As an example of this, targeted feedback has been sought through the **'Inclusion Framework' project** across an initial 'family' of 16 schools, later extended to 40 schools in three families. The project measured confidence of parents in SEND provision before and after the trial. The Health Visiting Service **actively seeks feedback from families** to inform service improvement and ensure that care remains responsive to their needs. **"I Want Great Care" feedback forms** are used to collect feedback in a **secure and anonymous** manner, providing families with a safe space to share their experiences. To improve accessibility and encourage completion, the feedback link has been added to the service's **Linktree**, making it easier for families to access alongside other key resources. Health Visitors **routinely signpost families** to the feedback form during contacts.	**Parental confidence** in the SEND provision at the schools involved in the Inclusion Framework **increased by an average of 10%** following the pilot project. As parental confidence is a key factor in mainstream provision, this piece of evidence was one of the critical factors for **rolling the trial out to further families of schools**. One parent commented: *"I'm quite speechless I'm so impressed! Annual Review where all specificity is agreed without argument. School are getting a Specialist Resource Provision and now this" [referring to Inclusion Framework in Schools Rugby Pilot].* Feedback on the experience of children, young people and their families has led to efforts to improve communication with families. As an example of this, **Teams meetings have been held with parents** whose parental preference for specialist provision has not been agreed and **phone calls to parents** following a request for EHC needs assessment. As a result, approximately only 25% of those parents who did not have their parental preference for specialist provision agreed went on to lodge an appeal.

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Parent and carer feedback is a vital component of both the Health Visiting **SEND Projects** and the **Early Years Intervention Pilot**. Families are actively encouraged to share their experiences to help evaluate the impact of these initiatives and identify areas for improvement.	The feedback from parents and carers on Health Visiting projects plays a crucial role in shaping the development of services, ensuring they remain **family-centred**, responsive, and aligned with the needs of children with additional needs. Insights gained from parents and carers are used to inform future planning, enhance the quality of support offered, and strengthen collaboration between professionals and families.
Multiple forms of engagement	
Extra effort has been made to feedback to CYP and families the changes that have been made, but this is still an area for improvement. For example, the local area has **hosted webinars** for parents on changes made through the SEND and Inclusion Change Programme and Written Statement of Action and increased communications through the **SEND newsletter**. Through WPCV, a SEND Community Forum has also been established, enabling engagement and discussion with other groups set up to advocate for families with SEND within the County.	The engagement has ensured that **positive relationships exist with parents and carers**. In 2024, there was adverse publicity following a Council meeting regarding SEND. However, despite this, officers and parents have maintained positive, productive working relationships and joined together to find a purposeful way forward. This has included Warwickshire Parent Carer Voice delivering SEND training for Councillors. We currently have a Live Feedback group with WPCV monitoring complaints, as well as a compliments log. This enables leaders to scrutinise stakeholder feedback and to use it to inform service developments.

What are our plans to ensure leaders actively engage and work with CYP with SEND and their families?

i. **Further development of IMPACT** and working with young people to increase representation and involvement of more young people.
ii. **Continued feedback through webinars and SEND newsletters** to extend our communicative reach across Warwickshire.

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8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area

"Wow, this is a vast improvement from where it started 😊 I've had a quick look through and it is so much clearer and improved."

Feedback from Parent/Carer about EOTAS work

What are our arrangements to ensure leaders have an accurate and shared understanding?	What impact are our arrangements on ensuring leaders have an accurate and shared understanding?
Assessing local area need	
In April 2023, the local area **updated its Strategic Needs Assessment**, giving an overview of trends and needs. This has been supplemented by **data briefings** following latest DfE statistic releases and external data evaluations. Leaders share this data and experiences across services through multi-agency boards, panels and project groups. The local area is also using thematic needs assessments across areas such as early years and autism.	Leaders can see that **demand for all SEND & Inclusion services has been increasing**. Moreover, leaders can also see positive change that has taken place. **There are more children with an EHCP attending mainstream schools** with an increase from 2,132 in 2024 to 2,669 in 2025. Furthermore, **there are more children with an EHCP attending resource provisions** with an increase from 215 in 2023 to 238 in April 2025. **There is ongoing data sharing** across agencies, with performance data from local area partners regularly presented to the SEND and Inclusion Partnership Board.

Working together closely	
The **regular meetings and shared reflection by officers and practitioners** across agencies on panels enhances decision-making due to cross service specialism. For example, **high needs provision panels and statutory panels regularly have multi-agency representation** providing insight and perspectives across disciplines. There is a monthly Disability Transitions Team and Children with Disabilities Team joint meeting that discusses young people transitioning between social care teams. The two teams also jointly complete casefile audits to ensure the Preparation for Adulthood pathway is being embedded within practice. There is also a Business Intelligence (BI) dashboard of the young people within the Children with Disabilities Team who are due to turn 16 and 18 in the next 12 months, so Adult Social Care Services can plan resources for young people transitioning into adult services. Health data will be made more readily available for education colleagues along with integrated care board records. The Health Visiting Service works in close partnership with a **wide range of local services**, including **Warwickshire County Council**, **elected members**, **health colleagues**, and **early years settings**, to ensure a joined-up and holistic approach to supporting children and families. This multi-agency collaboration is embedded through active participation in key strategic forums such as **place-based meetings** across North,	**Restorative Practice has been adopted across Children and Families and SEND & Inclusion services** to ensure staff work with families and focus on solutions. 98% of staff in SEND & Inclusion have been trained in Restorative Practice since 2022. Restorative Practice Training for schools from the Virtual School in collaboration with the Geese Theatre enhances this offer for schools, with links made to both CYP with SEND and those with SEND perhaps as a result of Adverse Childhood Experiences. In 2023/2024, this training reached 983 staff covering 92 settings across WCC. Another example of working together is Education Otherwise Than At School (EOTAS). With more requests for EOTAS packages, the Council has set up a working group including parents and has drafted new practice guidance for considering and implementing EOTAS packages. A health data dashboard has been built with key stakeholders, held by the ICB. This data is shared regularly at key strategic forums including the SEND and Inclusion Partnership Board.

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South, and Rugby areas, the **SEND Health Oversight Group**, the **Early Years Integrated Board**, the **Early Years Transformation Board**, and the **SEND and Inclusion Partnership Board**. These forums enable effective information sharing, alignment of priorities, and coordinated action to improve outcomes for children across Warwickshire. For example, Warwickshire Health Visiting Service has joined the **Children with a Social Worker (CWSW) GLD Outcomes Working Party** to contribute to improving the currently **low Good Level of Development (GLD) outcomes** for children with a social worker across the county. By working collaboratively with a range of partners, the group is focused on strengthening **early identification and intervention**, ensuring that children receive the right support at the right time.	

What are our plans for the next 12 months to ensure leaders have an accurate, shared understanding of the needs of CYP across their local area?

i. **Continue to share data**, both quantitative and qualitative across partners and challenge each other as part of working towards our vision.
ii. Continue to promote the **Restorative Practice Approach** and **Working Together Charter**.
iii. Finalise EOTAS working group guidance.

9. Leaders commission services and provision to meet the needs and aspirations of children and young people

"Children with an Education, Health and Care Plan (EHCP) who have previously struggled to access the curriculum in a mainstream setting, and in some instances children who have been unable to attend school due to emotional or anxiety-related absence, are now thriving at The Launchpad. The current cohort all attend for five days a week and access a personalised curriculum adapted to suit their needs. We ensure all children have the option to visit their mainstream classes with support from our specialist staff and provide regular opportunities to ensure children feel part of the whole school community."

Specialist Teacher at Resourced Provision

"When I thought things couldn't get any worse, they got better the dull colourless world turned into a canvas ready for me to decorate

People say that a home is four walls but to me home is pod the people who surround and inspire me to be who I want to be

From not being good enough for a school and feeling like I didn't belong, the daunting halls turned into a place of acceptance and growth, where I found my voice and discovered the strength to shine.

Negativity grew into unexpected opportunities allowing me to grow

Masking was embedded into my brain until I was surrounded by people who embraced their true vibrant colours and saw me for me"

Student, Specialist Provision

What are our arrangements to ensure leaders commission services to meet the needs of CYP?	What impact are our arrangements of leaders commissioning services having on CYP?
Commissioning the right education provision	
Our analysis of local education provision through the Delivering Better Value programme highlighted the need for SEND resourced provision. 57% of those in special schools could have been supported in SEND resourced provisions should they have been available. As a result, the County is focussing on commissioning more SEND resourced provision places (as a priority over commissioning further special schools). Quality assurance arrangements are in place to ensure that settings continually review and improve their offer.	As of September 2025, the Council has commissioned **448 resourced provision places across 39 schools**. This is an increase from 168 places at 14 schools in 2023. These focus on Communication and Interaction and Social, Emotional and Mental Health (SEMH) needs. It has ambitions to increase the number of SEND resourced provision places to 529 by 2028. The Council is currently ahead of schedule in this expansion. SEND resourced provisions allow children and young people to be educated in mainstream settings with dedicated SEND provision in line with their EHC plan. Further to this the Council has commissioned enhanced places at maintained nursery schools and The Cube, the White House and Life Works at post 16 Further Education colleges.
Innovative commissioning	
Warwickshire County Council has commissioned a Family Wraparound Service (FWS) as a **2-year proof-of-concept for preventative and responsive solutions for families in distress and at risk of crisis**, with children facing barriers to Social, Emotional and Mental Health (SEMH) wellbeing. It will achieve this in two phases; Phase One of the model is	Since Phase One of the Family Wraparound Service model went live on 1st December 2024 and started to accept referrals in late December, 29 families have been reviewed at the FWS referral panel. Of these, 22 have been accepted for the service (as of May 2025).

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delivered through wrapping intensive, personalised support around a family, led by a Family Wraparound Practitioner and scaffolded by a Team around the Family. This phase went live in December 2024. Phase Two will be delivered through an Urgent Outreach for Families in Crisis Service that will provide daily, short-term, intensive support, **to reduce the risk of crisis and/or hospital admission and prevent family breakdown**, stabilise child's needs and work with mainstream support services to support the person to continue living in the community. Both services will be committed to joined up working to support identified families who are open to both services. Families will be able to access either or both elements of the wraparound model, depending on presenting needs, with an expected overlap in service use. The service is helping to pilot an innovative collaboration between providers and social care with the providers' FWS workers co-locating in all five WCC Family Help Centres.	Monthly monitoring data together with quarterly service delivery data will be reviewed, assessing what impact the service has had on children and young people and families and whether outcomes have been achieved. It will also look at any placements which have ended to understand what the next steps are for those families and what signposting to other services has taken place. The service aims to reach 200 families over the contract period. A service review at the 6-month point will be completed based on information and data from the provider, social care teams, expert by experience, and commissioners. The review will help to inform development of the Family Wraparound Service.
Joint commissioning	
Joint commissioning allows partners to work together to use resources in the best way. Evidence of this new model includes the trial with the occupational therapy service. The service holds funding from education, health and social care, to provide an integrated service. This includes an integrated health and social care offer and aspects of special school provision. The special schools offer focuses on providing advice and consultations in schools. Through joint commissioning arrangements the local area meets statutory responsibilities and where this is under pressure, or there is a gap, this is presented to the **Joint Commissioning Board** for a way forward.	Joint commissioning arrangements have led to the commissioning of a new bladder and bowel service for children and occupational therapy in schools. A commissioning review for SEND was carried out in Autumn 2024. The implementation of changes as a result of this review have been delayed following the announced changes to structures in the Integrated Care Board system.

Short Breaks	
Short breaks are designed to support families to balance caring responsibilities with opportunities for all family members to benefit from rest, fun and socialising, and for children and young people to gain skills and have positive experiences independently and in peer groups outside the family. Short breaks can be in the home, in familiar community settings, or out in the public, and are delivered through commissioned providers, spot-purchased arrangements and Direct Payments.	In 2024/25, approximately 400 children and young people in Warwickshire were eligible for a short break, overnight respite or home care package. Of these, around 192 children and young people had a commissioned, spot purchased or agency package, with the remainder accessing support through Direct Payment. A parent-carer survey completed in Autumn 2023 indicated that parent-carers who access services have positive experiences of the short breaks they receive. All short breaks services were re-commissioned in April 2025 with a refreshed model to try and increase choice across the County and to pilot a new community outreach offer as part of the model. Warwickshire Parent Carer Voice has requested further work on short breaks regarding those children who are not eligible (e.g. not open to social care or do not meet criteria for Holiday Activities Fund).
Sufficiency Duty (Social care)	
WCC have set out its sufficiency duty under Section 22G of the Children Act (1989). Within this, WCC has identified clear actions to ensure it has a sufficient supply of good quality homes. The Council continues to offer a blended approach to homes for children in care. As the needs of our care experienced children and young people have diversified, the Council has looked to develop and shape the market in order to have a better offer for children with SEND needs, including those with mental health needs. In addition to this, the Council continue to develop their internal residential offer. This will include at least one home for up to four children with additional support needs.	Through engagement and partnership working, the commissioner has established positive working relationships which has resulted in an increase in local offers of homes for children with disabilities. In January 2025, WCC placed a child in care with disabilities with a new local provider, Swanton care; this placement has remained stable since this time. WCC's use of Witherslack residential and alternative education services has increased both across the local and national footprint, with children remaining settled in these homes.

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Warwickshire has in place a residential block arrangement with a local provider. This partnership has enabled WCC to discuss potential vacancies in specialist residential homes locally to support children with an ASD diagnosis. The provider has also developed an alternative education provision based on the Warwickshire/Coventry border with capacity to support up to 24 children with SEND needs and/or an EHCP in place. There are initial discussions with the same provider regarding further service development of residential services to support children with SEMH. The Commissioner has opened up discussions with a new local provider delivering specialist residential services to support children stepping down from Tier 4 or who are at risk of hospital admission. This home will be a three-bedroomed provision.	
Children and Young People's Mental Health and Wellbeing	
There are a number of commissioned services in Warwickshire to support children and young people's mental health and their emotional wellbeing. The **Rise service** is an umbrella of services that focuses on early intervention and prevention as well as more specialist services including eating disorders. Rise is provided by Coventry and Warwickshire Partnership Trust. Early intervention and low to moderate level wellbeing issues are tackled through the **Mental Health Support Teams (MHST)** programme. This programme facilitates an Educational Mental Health Practitioner working in selected schools providing interventions to individuals in addition to supporting schools with their Whole School Approach to mental health and wellbeing.	In the year April 2024 – March 2025, there were 13,150 children who were referred into Rise and were offered an initial assessment. This is **an increase on the previous year**, with approximately 10,000 referrals being made in 2023/24. The proportion of children and young people being seen by the service within the 18-week general NHS target remained high, around 90%. There are 113 schools taking part in the MHST programme. General parental and teacher feedback from the programme (through CWPT the provider) shows that **the programme is valued and found to be effective in supporting children and young people** who have low to moderate mental health difficulties including Social, Emotional and Mental Health needs.

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Mental Health Interventions for School Children (MHISC) is a service delivering early interventions to address mild to moderate emotional wellbeing and mental health issues, and is provided by non-specialist organisations offering differing specialisms and therapeutic interventions. To meet growing and diverse needs, the framework has expanded its provider list to include a broader range of interventions, including peer mentoring, arts and music therapies, equine and other animal-assisted therapies and online/digital support. The service is only open to those with an Early Support referral. Referrals for interventions through MHISC are usually much quicker than if being referred into Rise and children will often be able to access support much more quickly and not have to wait. **Kooth** offers an anonymised, web-based platform where service users can engage with mental health professionals and access a variety of self-help resources. The self-help resources are accessible 24/7, while live chat sessions with trained practitioners (such as Emotional Wellbeing Practitioners (levels 1, 2, and 3), counsellors, and clinical staff) are available between 12pm and 10pm on weekdays and 6pm and 10pm on weekends, providing valuable out-of-hours support.	Between April 2024 and August 2025, 566 children and young people were supported with early intervention and prevention via the MHISC framework. Children and young people received on average 8-10 sessions, with additional sessions provided where necessary. The impact of the programme is measured using the Strengths and Difficulties Questionnaire methodology. **Post-intervention scores indicate a positive impact for the majority of referrals, demonstrating improvements in the presenting issues**. However, it is noted that the complexity of needs among young people accessing the framework has increased. Data and information from Kooth for Warwickshire shows that 1,523 new users registered for the service in 2024/25, maintaining the level of registrations seen in 2023/24. The top presenting issues for people who use Kooth are anxiety/stress, suicidal thoughts and self-harm. The platform enables children and young people to access support for these issues in a timely manner with only a small wait for text chat at times. User satisfaction has been reported as consistently high, and case studies presented by Kooth of users of the service have shown how users can present with a range of complexity in issues, with the service able to adapt to this and ensure that the child is kept safe and provided with appropriate support for their needs in a timely manner.
Children and Family Centres (CFC)	
Each Children and Family Centre (CFC) district offers a tailored SEND programme, which may be led by early years workers or facilitated through parent-led peer support groups. This offer is inclusive of children and young people with or without a formal diagnosis.	From April 2024 to March 2025, there were **over 2,900 attendances** recorded for those identified with SEND needs engaging with services offered within the centres. Over 40% of those attendances were supporting children with Autism. Almost 15% of attendances were supporting children with speech, language and communication needs,

SEND sessions are developed in collaboration with the Portage service and Speech and Language Therapy (SALT) teams. These sessions are theme-based and planned in advance to deliver across a range of needs and developmental requirements. Portage and SALT professionals contribute by providing advice on activities, guidance and SEN requirements, whilst also attending sessions, all of which enables on-site assessments and referrals for specialist support. Each district delivers a slightly different focus on SEN services dependent on locally identified need, alongside their core offer of sensory Stay and Play groups. The SEND offer within the service is flexible and may change according to need. Examples of the current service offer include Parent-led Support Groups; SEN Groups for Over-5s, currently offered in two districts; Travelling Playroom - a unique initiative in Nuneaton and North Warwickshire, supporting young people with SEN in colleges to access CFC experiences; and Chatter Matters - weekly sessions that offer targeted speech and language support to parents and children with identified needs. Each centre continues to offer support and signposting to families and from September 2024, the centres started facilitating drop-in consultation sessions for families delivered by the Warwickshire SENDIAS service.	and just over 12% of attendances were supporting children with Learning Difficulties. 6% of attendances were supporting children with SEMH needs. In relation to the total number of attendances made to CFC over this time period, 167 onward referrals were made to external support agencies. There were **123 partner-led SEND sessions** recorded as taking part at the centres. Figures show that the average repeat attendance made by individuals within the service was just over 8 times, showing that people returned and engaged with the services offered within the centres. SEND peer support services have been co-produced with parents, enabling parents to shape the discussion to their own needs and experiences which has widened their network of support and access to services. Further work in this area has begun in response to the DfE's latest publication, 'Giving the Best Start in Life' and the Best Start Family Hubs Local Plan. This builds on the success of the Warwickshire Early Years Integrated Delivery Plan (IDP) 2024-2027.

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What are our plans to ensure leaders commission services and provision to meet the needs and aspirations of children and young people?

i. **Continued commissioning and monitoring of short breaks provision** and publication of the offer through the Short Breaks Statement. The new short breaks model includes piloting an urgent outreach offer for families approaching crisis who need support to manage risks relating to their young person's SEMH needs and maintain the young person in the family home. Commissioners have been engaging with the market in order to increase the number of CQC registered providers, enabling a wider range of options which include personal care for children and young people.

ii. A **review of joint commissioning** was undertaken in August 2024 given the shared challenges in managing demand, for example speech and language and occupational therapy services, and changes in special school nursing and health visiting.

- To develop more effective joint current commissioning arrangements for speech and language therapy and occupational therapy, led by the ICB
- To review special school nursing
- To continue to ensure that sufficiency of placements for children in care considers the needs of children and young people with SEND within commissioning activity and development of internal children's homes
- To further develop the supported living and supported accommodation offer for children age 16+, to support transition to adulthood for young people where living independently is the most appropriate option
- Working collaboratively across the ICB and Council, and with wider system partners through the Mental Health Collaborative, to recommission the mental health and wellbeing offer for children and young people up to age 25, with new arrangements to start in 2026.

Education has recently established a new Strategy and Commissioning Function which will provide additional capacity and an enhanced strategic approach to Commissioning in Warwickshire.

Our Strategic Position Statement for Alternative Provision sets out our current position and future aspirations.

- Develop a locality-based solution in each district of the county for Alternative Provision in collaboration with Secondary schools with a focus on increasing registered provision where possible by the conclusion of 2025-26.

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- Develop local solutions with Primary schools to secure more registered places, particularly for Key Stage 1, and enhance capacity building to support more children in school. In 2025-26, we will focus on developing prototypes in two locations.

- Develop an appropriate AP offer that schools can access, for instance by providing a catalogue of approved providers by the summer of 2026.

- Review the framework of Alternative Provision ensuring alignment with new locality-based models and a focus on addressing any shortfall of provision in identified locations by the summer of 2026.

- Through a designated working group, strengthen and enhance local standards and Quality Assurance Arrangements to ensure children are safeguarded effectively and better outcomes are secured for young people by April 2026.

- Refresh the Provider Network for AP within 2025-26 academic year to identify common themes for development and share best practice.

- Understand WCC's needs for the following types of provision and secure appropriate commissioning arrangements to deliver the best value and quality:
  - Specialist Tuition and High Needs AP
  - On-line Education
  - Alternatives to College for post-16 students with EHCPs

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10. Leaders evaluate and make service improvements to meet the needs and aspirations of children and young people

"Pupils with SEND achieve well because they get the support they need. The school is rightly proud of Tillman Lodge, which is a lively and friendly additionally resourced provision. Here, pupils with social, emotional and mental health needs learn in an expertly staffed, nurturing environment. They successfully join the other classes for many aspects of school life and become more resilient and confident."

Ofsted 2024 – Primary school with an SEMH Resourced Provision

What are our arrangements to ensure leaders evaluate and make service improvements?	What impact is our evaluation having on service improvements?
Evaluating existing services and provision	
Leaders evaluate the outcomes of service and provision, as well as the number of children and young people supported. For example, commissioned SEND resourced provision is supported with quality assurance visits to challenge and support settings to use best practice at the communication and interaction bases and SEMH provisions. The Specialist Resourced Provision (SRP) Team visits each SRP on a 2-year cycle. The purpose of the visits is to review the SRP Rubric document, a self-evaluation form completed by the setting prior to the visit, in order to identify strengths and areas for development. It also helps us to clarify where we need to prioritise support and how to do so e.g. training. During the meeting, an Actions Plan for the setting is	The impact of the SEND Resourced Provision quality assurance is that **95% of pupils have made progress against their EHCP outcome (Summer Term 2025, 218 pupils).** The Inclusion Framework was a trial project with Educational Psychologists working closely with SEND practice and facilitating joint working. The success of this trial was evidenced by the project evaluation demonstrating positive impacts on CYP at the schools involved, including on attendance and risk of exclusion. The Inclusion Framework model is now offered to schools as part of the Educational Psychology Service traded offer.

developed. The Rubic was co-produced with the SRP Team and school leadership, based on Ofsted Principles.	
Extending capacity	
Leaders also look at **sufficiency of services and provision**. For example, **additional resource has recently been allocated to the SENDAR team** in response to the increase in the caseload of children with EHC plans. In terms of educational provision, there is an agreed strategy to expand specialist provision and in particular SEND resourced provision.	Since 2016, the local area has **added over 140 places to existing special schools**, established **four new special schools for ASD/SEMH** creating 330 school places and **established 19 resourced provisions** and specialist partnerships offering a further 181 places. There are plans for further expansion of special schools in areas of population growth, creating 80 extra places in Warwick and Nuneaton. The ambition is to increase SEND resourced provisions to 529 places by 2028.
School Effectiveness (SE) District Groups and Working	
Strategic District Groups (previously Area Analysis Groups) These groups are held 4 times per year; at the beginning and end of the Autumn terms and in the second half of the Spring and Summer Terms. The focus and purpose of these sessions is to facilitate local level in-depth conversation and action planning about priorities using the data and intelligence from all stakeholders. These analysis groups are to include representatives from all maintained and academy schools in each district/locality. **District Partnership Network (previously Area Analysis Partnerships)** These are held twice per year in each district/locality close to the beginning of the Spring and Summer Terms. These are designed to be a	This level of working results in District School Effectiveness Action Plans, including delving into district level data and intelligence to inform decision making, policy and activity. These collaborative groups have helped shape SEND activity in the 2024/25 academic year, including the increase of Resourced Provision across the county, as well as the changes to SENDAR Funding Matrix.

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space for bespoke information sharing, focused discussion on key area issues and training at a more local level. These partnership meetings are to include all maintained and academy schools in each district/locality and up to two representatives from each school may attend. All meetings have Terms of Reference, Forward Plans and minutes are shared with all key stakeholders across Warwickshire.	
Care, Education and Treatment Reviews	
Led by the ICB, a programme of quality assurance of Care, Education and Treatment Reviews is in place including experts by experience.	The shared quality assurance function for Care, Education and Treatment Reviews is providing incremental improvements to the support for young people (and adults) with learning disabilities and/or autism supported in inpatient mental health settings.

What are our plans to ensure leaders evaluate and make service improvements?

i. **To support an improved graduated approach in our schools** through promotion of SEND & Inclusion guidance (including video resources), the implementation of resource packs and promotion of the Inclusion Charter.

ii. **To increase the number of resourced provisions in mainstream schools** as well as continuing with the expansion of Oak Wood and Evergreen Schools.

11. Leaders create an environment for effective practice and multi-agency working to flourish

"Stronger and more collaborative partnerships are continuing to develop across education, health, and care sectors. Improved communication and joint planning leading to more coordinated support for children and young people"

DfE, July 2025

What are our arrangements to ensure effective practice and multi-agency working flourishes?	What impact are our arrangements having on effective practice and multi-agency working?
Staff development	
Practitioners know their roles and have been educated in understanding the role of other practitioners through **staff development sessions.** In 2024, the Children and Young People's Directorate was established, and leaders regularly come together across education and social care to plan improvements together. Within the directorate there are also posts that cross over teams, e.g. a Headteacher Coach in Early Support. The Headteacher Coach directly supports or mediates with schools to consider the wider needs of children with professionals and parents/ carers in meetings. For example, an Early Support or Family Help meeting may need someone to pull together SEND, attendance/absence and safeguarding to focus on overcoming barriers for children. It may need someone to mediate and to explain the challenges to the parents/carers. The Headteacher Coach will assist practitioners or social workers with	It is recognised that a workforce development programme is required to bring together the different approaches currently being used and trialled, to ensure a consistent level of expertise in SEND and to raise confidence in staff and parents. There is a digital, emailed Safeguarding Bulletin to **all Warwickshire settings** (including independent schools and Alternative Provision) that features ongoing updates including dimensions tools updates, lessons learnt briefings, and links between SEND and exploitation. There is a reference to the SEND training offer from partners held with main training on Warwickshire safeguarding website. The intention was to make this more accessible, so that when schools book safeguarding training they can see the wider offer from specialist teams including the Educational Psychology service.

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explaining SEND in meetings and will work with PlanCos or signpost professionals in SENDAR, Specialist Teaching Service (STS), Children Missing Education (CME), Education Entitlement or other services if there is no one else in attendance from the team. The Education Safeguarding team monitor independent and alternative provisions, through Family Connect consultations, Locality team queries and Ofsted complaints to grow a greater awareness of culture in provisions. There are occasions when Education Safeguarding are involved in quality assurance of safeguarding in these provisions, and they work effectively with the SEND team and Family Connect and other professionals to resolve any difficulties or non-compliance. Family Information Service questions were added to the Statutory Section 175 audit this year to evidence the Local Offer being visible to parents on the school's website. There are also standing questions on inclusive practice and SENCO qualifications. This audit is monitored and any links to Education, attendance or SEND would be reported back to Education Senior Leadership Team. **Safeguarding training is offered for free to all schools and partners** and clear Designated Safeguarding Leads (DSL) are in place across services and settings. The **Restorative Practice approach** focusses on working with families and the child. Local authority staff have been trained in techniques such as solution circles to focus together on a way forward where challenging issues arise.	There has been collaboration with the School Effectiveness team on whole school policy considering SEND and behaviour to develop relations working with children and families. Colleagues from the Education service have attended training for schools as a guest speaker, delivering specialist advice on selected 'topics of the month' such as inclusion, and safeguarding and SEND. They have provided SEND materials and data which have been included in the DSL training. Over the last two years there has been greater focus on the following points linked to SEND: • Children may not be ready to talk or know they are being abused • Professional curiosity around injures • Behaviour communicating needs. UK Trauma Council resources and videos are shared in all training to DSLs and whole school training to develop understanding of the adaptive brain and executive function. Whole school training elements focus on Safeguarding Network conference materials on SEND and links between undiagnosed needs and behaviour. The Parent Trainer offer features SEND awareness and supports multiple needs, the universal offer is informed by Solihull Approach and targeted help is available from 'Incredible Years' to working directly with parents.

There has been significant training in autism using the **Autism Education Trust model.** Across the local area, staff from WCC and SWFT have participated in the **Oliver McGowan Training on Learning Disability and Autism.** The Health Visiting Services developed and led a service-wide SEND training day in October 2024. This event brought together a wide range of stakeholders from across Warwickshire with the aim of sharing best practice, strengthening collaborative working, and ensuring that SEND remains a high priority across all services.	One example of multi-agency working to ensure effective practice is an upcoming training session in November 2025 on speech, language and communication needs for secondary school pupils, aimed at all secondary mainstream school and resource provision staff. This training is being co-delivered by the WCC Specialist Teaching Service and NHS Speech and Language Therapists, and includes joint working with the Youth Justice Service and social care colleagues.
Workforce Development Project	
As part of the Delivering Better Value Programme it was identified that schools required more training and support to improve support for children with SEND in mainstream schools. The Workforce Development project was established to help to **equip schools to support children and young people with SEND**. The project worked with schools to develop new resources.	The outputs from the Workforce Development project are: • 30 Short Inclusion Videos created for the Local Offer pages based on the mantra 'don't tell me, show me' SEND and inclusion resources for schools and settings • 3 redesigned SEND Training Brochures launched as part of the project activity • 30 SEND training courses funded by the DBV Grant and offered to Warwickshire schools on a first-come, first-served basis in the 2024/25 academic year; 1,007 staff trained as a result in a range of topics • 2 virtual training days delivered, 16 bitesize workshops with a total of 246 attendees • 8 recorded training sessions created in response to school requests and now included in the SEND Training Brochure

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	• SEND Resource Packs offered to all Warwickshire schools, funded by the DBV Grant, to support inclusive classroom practice; 226 schools took up the offer (out of 250) Feedback from schools has been very positive.
Not on a school roll	
Officers across the local authority's Children and Young People Directorate come together each month to problem solve for children who are not on a school roll/not receiving their education entitlement. A Not Receiving Education Entitlement (NREE) data dashboard has been created which enables all teams to monitor children more robustly.	These meetings provide an opportunity for colleagues working across the Children and Young People Directorate to: - identify the children and young people who are currently out of school/education for preventable reasons and to find multi-team solutions to ensure the child does receive suitable education. - help identify and understand the barriers to accessing education. Between January 2024 and July 2025, these meetings resulted in 101 children being supported to successfully re-engage in education.
Team Around the School	
To promote the highest standards of education possible for our children and young people of Warwickshire, the School Effectiveness Team lead and co-ordinate ongoing assessments of schools' effectiveness. The premise of this ongoing risk assessment is to ensure that underperformance is both tackled but moreover prevented. It is hinged on the foundations of highly effective relationships and collaboration both internally at the local authority and beyond.	The impacts of implementing the TASA include: • A holistic view of every school • Regular and precise data, intelligence, and evidence from all teams across education • A transparent approach to the use of resources and officers • Ensuring engagement between the local authority and schools, settings, providers and trusts is meaningful and impactful

The Team Around the School Approach (TASA) defines the 'way that we work' providing a framework for all areas of the WCC Education Service to bring data, intelligence and evidence together to support schools, federations and trusts to make the best decisions for our Warwickshire children, and young people. To date, the measure of a school's effectiveness has been limited to its Ofsted outcome (which is only accurate at the time of inspection) and its Pupil Performance Measures (which are cohort specific, and out of date once published). The TASA means that the early trigger points and the connection of key data and intelligence about a school will lead to the prevention, and swift addressing of concerns/risks raised which will in turn benefit all of our council services.	• Connected and informed service for schools, settings and providers • Highly effective schools, or stronger evidence to tackle quickly and specifically ineffective schools and/or practices • An opportunity to review the quality and impact of our services: a built-in quality assurance • Data and information sharing across education service teams has a positive impact on each team's ability to meet their statutory responsibilities and manage demands. **Specific impact:** • Regular intelligence gathering such as pupils on a part-time timetable, can enable connected working between teams to provide timely and appropriate support for the school. • SEND colleagues working directly with School Effectiveness colleagues and The Virtual School to provide bespoke training and outreach work. • In spring and summer terms 2025, 20 schools were identified for TASA meetings. By the end of the academic year, impact was seen in 4 schools whose TASA concluded, 12 schools are in an improved situation as a result of TASA and their TASA meetings will continue. 1 school TASA accelerated their conversion process.
Families First for Children	
The **Families First for Children Pathfinder** incorporates the national vision for multi-agency safeguarding arrangements, family help, child protection and the involvement of family networks with four key reform strands. Using a 'test and learn' approach, local authorities will deliver reforms to multi-agency safeguarding partnership arrangements, family	The Families First for Children Pathfinder was awarded in March 2024, with implementation beginning in July 2024. Working in partnership with the Coventry and Warwickshire ICB and Warwickshire Police, the county council has now established new delivery models for family help, child protection, family networks and multi-agency safeguarding

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help, child protection and engaging and supporting family networks as part of a single system. To support the delivery of the Families First approach, Warwickshire's **Relational Practice Framework** has been developed. This practice framework provides an evidence-based structure within which knowledge, learning and good practice can be shared. It offers a common language to communicate across teams and enables practitioners to further explore the theories and approaches that shape their work. It represents a collaborative approach to working with children and families by Warwickshire County Council and its partners. There is a close working relationship between the Children with Disabilities Team and the Disability Transitions Team, with guidance developed to shape how the two teams work together and to ensure consistent and informed practice.	arrangements. Key to this is the creation of multi-agency teams, which will be a great benefit to families and practitioners. Warwickshire's Families First programme is making sure targeted early help is available for families suffering domestic abuse, addiction, or poor mental health; to help them overcome adversity before issues escalate and children are put at risk of harm. Where child protection is necessary this is led by new Lead Child Protection Practitioners and the wider family is always involved in decision-making. A Multi-Agency Child Protection Team is in place made up of a Lead Child Protection Practitioner, Police Detective Sergeants, Police Liaison Officers, Safeguarding Nurses, and Education Officers who work closely together with and around families who need this support. The Family Network Support Packages were launched in June 2024 as an example of progress being made. Between July 2024 and January 2025, 135 financial packages were provided to families, to enable family networks to provide support for children to stay safely at home.

What are our plans to ensure leaders create an environment for effective practice and multi-agency working to flourish?

i. **To promote the use of resources developed through the workforce development project** and the take-up of support offered through Educational Psychology Service and Specialist Teaching Service.
ii. **The continued roll out of safeguarding training and DSL processes.**
iii. **Delivery of the Families First for Children Pathfinder.**

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12. Alternative Provision (AP) and Inclusion Support

What are our arrangements?	What impact are our arrangements having?
Fair Access Protocol	
Following a review in 2023, WCC in January 2024 introduced new arrangements for Fair Access Protocol (FAP) in collaboration with schools. FAP meetings are now attended by Headteacher representatives from each area of the county to utilise the huge experience and knowledge of school leaders and ensure the credibility of decisions made in the panel. There is a context report that is updated daily to reflect the number of pupils each school has taken through FAP and how many they have Permanently Excluded. This ensures fairness across the system. **Inclusion support in schools** Following feedback from stakeholders including WEPB and WCC staff, we have introduced a new approach to supporting schools. From September 2025 where schools identify pupils at risk of a placement breakdown or exclusion: • Schools are encouraged to work with their Specialist Teaching Service (STS) Area Managers in the first instance to review strategies and access resources. • Inclusion Mentors may be deployed to build staff capacity and embed specialist recommendations.	Between January 2024 (when the new Fair Access Protocol (FAP) was introduced) and July 2025, a total of 340 pupils were placed in Warwickshire schools through this process (48 in Primary and 292 in Secondary). This includes: • Permanently Excluded pupils being placed in a new school • Pupils moving into county identified as exhibiting Challenging Behaviour • Pupils placed through FAP as there were no places in a school within reasonable travelling distance. By taking a more pupil centric approach and using the starting point of "nearest school" in FAP meetings, **80% of pupils have been placed in a school under 3 miles from their home address**. This has ensured that pupils have a 'belonging' within their own community. Furthermore, only 2% of pupils placed under the new arrangements have been permanently excluded from their new school. Learner Information Forms (LIFs) have been adapted to create a more holistic picture of each young person brought to FAP. These now have added sections on each young person's strengths, and we are also asking young people and parents to contribute their views to ensure their views are captured, informing next steps.

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• After all support has been implemented and if the placement is still at risk of a breakdown or risk of permanent exclusion, STS will refer to the Education Entitlement (EE) Team. • The EE Team will offer personalised advice to schools and provide guidance on off-site directions, managed moves, and statutory procedures for suspensions and permanent exclusions. Where appropriate they will provide advice to families and attend key meetings. • The EE Team will continue to support inclusive practices through the Inclusion Partnership meetings, monitor suspension data and facilitate the Fair Access Panels to ensure swift reintegration of unplaced pupils. Warwickshire's approach to inclusion and behaviour management is built on early intervention, multi-agency collaboration, and a commitment to ensuring every child receives their full educational entitlement.	
Alternative Provision (AP) Commissioning Arrangements	
Warwickshire does not have a Pupil Referral Unit or AP School. WCC commissions education for pupils excluded from schools through a framework of Independent Providers who have demonstrated that they can deliver an appropriate education and support transition. These arrangements are described in more detail in our Strategic Position Statement for Alternative Provision.	Whilst overall the number of pupils who were permanently excluded in 2024/2025 reduced, the disproportionality of pupils with SEN and FSM eligibility has widened. This highlights the need for continued focus on early intervention, inclusion strategies, and targeted support for the most vulnerable learners, particularly those with complex needs. Between 2023/24 and 2024/25, the total number of permanent exclusions (PEX) in primary schools in Warwickshire reduced notably, falling from 48 to 35, a drop of 27%. PEX in secondary schools also saw

In 2019, an application to establish an AP Free School was agreed. A trust has been identified to run the AP Free School but the timeline for opening this site is still uncertain.

In 2023/24 Education SLT commissioned an independent review of Warwickshire's AP arrangements. The outcomes of this review laid the foundation for change which are being taken forward by the Preventing and Managing Exclusions Project. This project will run until August 2026 focussing on: Prevention Pathways, District AP modelling, Data and Finance and Quality Assurance.

A key element of the project is to pilot new locally-based holistic AP models. We have used WCC surplus property to set up the new Orion Centre (a satellite of Solihull AP Academy) in partnership with the Solihull AP Multi Academy Trust and the five secondary schools in North Warwickshire. This new provision offers 15 AP places and a one stop shop for schools with a three-tiered approach:

- Targeted support in the five schools to develop strategies for pupils at risk of exclusion
- Short term 'preventative' placements within the hub provision to provide additional support (2 FTE places per school)
- Transitional placements for pupils who have been permanently excluded

We have produced a Needs Analysis to show current need for Alternative Provision.

To ensure a sufficiency of places for permanently excluded pupils across the County, we have increased our block booking of places from 8 to 16 Primary and 16 to 26 Secondary with a blend of registered and un-

a decline, reducing from 142 in 2023/24 to 126 in 2024/25, a decrease of around 11%. Whilst these reductions are welcomed, the overall PEX rate for Warwickshire schools remains a concern and significantly higher than Pre-Covid levels. WCC acknowledge that further work is required to reduce the figure further as set out in our Strategic Position Statement for AP.

Our strategies to support reintegration have seen a reduction in the average number of days permanently excluded pupils have not been on a school roll:

Permanently excluded pupils. Average days not on a school roll:		
	2023/24	2024/25
Primary age pupils	113	81
Secondary age pupils	129	79

This reduction highlights **improvements in both placement timeliness through the Fair Access Protocol and reintegration processes**, a positive development for pupil education and wellbeing.

However, there remain challenges around the reintegration of primary age pupils, particularly those undertaking EHC Needs Assessments. There were notable changes in the characteristics of primary aged pupils who were excluded in 2024/25 including:

- the proportion of children with an Education, Health and Care Plan (EHCP) increased from **27.1% to 34.3%,** (and highest for children who have an EHCP and were in Key Stage 2)
- the proportion of children with any identified special educational needs (SEN) rose from **29.2%** to **42.9%**

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registered provision to ensure all permanently excluded pupils are placed in high quality AP. We have recognised the need for additional KS1 primary places due to an increase from 14 to 19 permanent exclusions in this age range from 2023/24 to 2024/25 academic years. This includes two Reception age exclusions in 2024/25 and an increase in SEND-related exclusions from 14% to 37% in the corresponding period. In response to this, as well as targeted work with schools, we are planning to set up a minimum of two new primary AP Hubs.	• the percentage of pupils eligible for Free School Meals (FSM) grew from **62.5%** to **71.4%.** These trends suggest that exclusions in the primary phase are increasingly concentrated among pupils facing the greatest levels of vulnerability, highlighting the need for continued focus on early intervention and targeted support for the most vulnerable children. By implementing a new approach from September 2025, supporting schools with inclusive practices and behaviour management, it is hoped the numbers of children at risk of exclusion can be reduced.

What are our plans for Alternative Provision and Inclusion Support for the next 12 months?

i. **Continue to strengthen the Fair Access approach** through introducing new Headteachers onto Panel to ensure principles of placing children locally and promptly are prioritised.
ii. Embed the **new model of preventative support for schools** and evaluate impact.
iii. **Develop local models of alternative provision in partnership with schools,** incorporating the new AP Free School if this is finalised.

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Marketing & Communications

Significant strides have been made to improve fractured relationships with parents and carers through a series of targeted initiatives over the last two years. The introduction of a dedicated Warwickshire SEND Facebook page has created a more direct and accessible line of communication, allowing for real-time updates, feedback, and engagement. Additionally, the launch of the Warwickshire SEND newsletter has provided a consistent and reliable source of information, ensuring that parents and carers are kept informed about important developments, resources, and support available to them.

To further support families, a series of parent carer webinars were introduced, offering guidance, and helping families to navigate the SEND process. These webinars have provided an interactive platform for parents to ask questions, share experiences, and receive expert advice in a supportive setting. By prioritising co-production and actively involving parents and carers in decision-making processes, we have fostered a greater sense of partnership and trust. These efforts have not only enhanced communication, but have also helped rebuild relationships, creating a more collaborative and supportive environment for everyone involved.

Webinars – co-produced with Warwickshire Parent Carer Voice

Since 2023, we have held five webinars.

- Launch of SEND and Inclusion Strategy 2024-2029 – registered attendees for the webinar 343 / 91 views on YouTube
- Neurodevelopmental service update - registered attendees for the webinar 606 / 207 views on YouTube
- Preparing your child for changing schools – transitions – registered attendees for the webinar 247 / 249 views on YouTube
- Warwickshire RISE service – registered attendees for the webinar 265 / 317 views on YouTube
- Support with Direct Payments – registered attendees for the webinar 214 / 91 views on YouTube

The webinars can be found here: Parent/carer webinars

News releases

- From September 2024 to July 2025, a total of **77 news releases** were issued covering a range of subjects from improved support for families to specialist resourced provisions.

Media Enquiries

- The team managed **25 media enquiries** relating to SEND from September 2024 to July 2025. Media engagement is essential in shaping public perception, providing accurate information, and ensuring transparency regarding SEND policies and practices.

Newsletters

- **55 SEND related articles** were issued in Heads Up during the same period to share good news, information, and updates on SEND for all Warwickshire education settings. In addition, **2 articles** were issued in Governance Matters, a newsletter for school governors.
- Key SEND updates were also shared with primary and secondary headteachers and SENCos via direct email.
- **27 SEND related articles** were issued in Working for Warwickshire, the internal staff publication, from September 2024 to July 2025.
- **9 issues of Warwickshire SEND** have been issued from September 2024 to July 2025. You can view all previous issues here. This publication reaches **2,222 subscribers** in Warwickshire.
- SEND updates are also issued via our Family Information Service newsletter which is sent to **9,189 contacts** and Warwickshire Weekly Update, an e-newsletter for residents, which is sent to **2,536 contacts**.

Social Media

- From September 2024 to July 2025, **611 social media posts** were issued on our Local Offer Facebook page and **160 were issued** on the main WCC Facebook page. The Local Offer Facebook page currently has **2,783 followers** and continues to grow.
- The posts reached **203,760 people** actively interested in SEND information on the Local Offer page and **266,321** on the WCC Facebook page.
- **The content achieved 735,500 views** (views represent the number of times your content, such as videos, photos, or text posts, has been viewed or appeared on someone's screen) on the SEND Local Offer page.
- Over **10,000 people** directly interacted with the posts issued on the Local Offer page and **3,400** on the WCC Facebook page.
- Posts about SEND are also regularly issued via our Family Information Service, Child Friendly Warwickshire and the main Warwickshire County Council Facebook and X (formerly Twitter).

Plan from September 2025

The strategic plan from September 2025 is documented in the Local Area Inclusion Plan. The plan is subject to change as the local area refreshes its strategy.



1. SEND provision is commissioned in accordance with children's needs, professional advice and best practice

Our Actions:

- Continue to reduce the waiting times for an Autism assessment.
- Continue to explore the opportunity for a single Autism and ADHD strategy and diagnostic pathway.
- Implement the ADHD Transformation and Recovery Plan, which aims to give children and young people timely access to services for ADHD, the diagnostic pathway and follow on support.
- Continue with the expansion of Oak Wood and Evergreen Schools, subject to permissions and governance.
- Develop local models of alternative provision in partnership with schools, incorporating the new AP Free School if this is finalised.
- Continue roll-out of a new top-up funding system for children and young people with EHC plans to release the right funding at the right time.
- Jointly commission a single model of support and intervention for children and young people with speech, language and communication needs.
- Review and refresh existing model for occupational therapy.
- Continue to commission and improve short breaks provision and publication of the offer through the Short Breaks Statement.
- Develop a new pathway that supports children and young people with EHC Plans who require Education Other Than at School (EOTAS). Finalise EOTAS working group guidance.

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- Promote and embed the Families First Pathfinder Programme to build effective joined up working and a growing understanding of working with children and young people with SEND and their families.
- Delivery of the Early Years Integrated Plan Service redesign to improve delivery of the Healthy Child Programme (HCP).
- Further roll-out of the Educational Psychology Assessment through Teaching Tool (EPATT) programme accelerating progress in reading.
- Develop a SEND joint commissioning plan to be overseen by the SEND and Inclusion Partnership Board.
- Continue to ensure that sufficiency of placements for children in care considers the needs of children and young people with SEND within commissioning activity and development of internal children's homes.
- Working collaboratively across the ICB and Council, and with wider system partners through the Mental Health Collaborative, to recommission the mental health and wellbeing offer for children and young people up to age 25, with new arrangements to start in 2026.



2. Increase the level of Specialist Resourced Provision available for those who need it

Our Actions:

- Increase the number of SRP places to over 500 by 2028 with a priority to develop secondary resourced provision, to ensure suitable transition opportunities for children leaving primary school. It is expected that there will be a greater number of SRP places in the areas of greatest need, such as Nuneaton.
- For the growth of resourced provision to be linked with the Education Sufficiency Strategy to ensure provision in place for growing populations.
- To review the impact of increased resourced provision in terms of both outcomes for children and young people and financial sustainability.



3. Education Health Care (EHC) Needs Assessments, Plans, Appeals and Annual Reviews meet statutory requirements

Our Actions:

- Launch and implement the redesigned EHC needs assessment process, developed in response to the increased complexity of need and growing number of requests for assessment.
- Continue with the Recovery Plan put in place and additional capacity brought in to address delays in issuing EHC plans within 20 weeks.
- Implement new arrangements for the EHC plan annual review process to ensure all CYP benefit from a timely and focused review of their needs.
- Enhance practice within the SENDAR service to improve parental satisfaction through the continued quality assurance of EHCPs.
- Key stage transfer process for EHC plans to be reviewed and updated.
- Review communications following panel decisions and follow up communications to see how this process can help improve the Graduated Approach in schools.

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4. Promote Inclusive Practice

Our Actions:

- Support an improved graduated approach in our schools through promotion of SEND & Inclusion guidance (including video resources) and the implementation of resource packs.
- Increase local area knowledge and awareness of the School Inclusion Charter and the Working Together Charter by promoting these through multiple methods and routes.
- Embed the new model of preventative support for schools to reduce the risk of exclusions and placement breakdowns, and evaluate the impact of this support.
- Promote education transitions guidance to children and young people and parents and carers.
- Distribute updated guidance on attendance to schools including guidance on section 19.
- Continue to implement the Team Around the School Approach (TASA).
- Continue to strengthen the Fair Access approach through introducing new Headteachers onto Panel to ensure principles of placing children locally and promptly are prioritised.
- Implement and share learning from the Partnerships for Inclusion of Neurodiversity in Schools (PINs) DfE/NHS England project to increase awareness, acceptance, and affirmation of neurodiversity in schools.

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5. Preparation for Adulthood

Our Actions:

- Implementing a robust infrastructure to increase the offer of supported internships.
- Work with Health and Social Care teams to support young people with SEND to prepare for adulthood in line with the SEND Code of Practice.
- Embed the development of independent living skills and preparation for adulthood within commissioned services, including short breaks and respite.
- Work with the market to develop pathways to support transition to independent living for young adults, including greater use of supported living, specialised supported housing and supported accommodation where appropriate.
- Improve links with District and Borough Council housing leads to support development of suitable accommodation to enable young adults to transition to independent living.
- Review and refresh the information regarding Preparation for Adulthood on the Local Offer webpage. Refresh the 14-25 Transitions Guide for parents/carers and young people.

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6. Improve workforce development and collaborative working

Our Actions:

- To promote the use of resources developed through the workforce development project and the take-up of support offered through Educational Psychology Service and Specialist Teaching Service.
- Explore solutions to the recruitment challenges for Teaching Assistants and Personal Assistants.
- Continue to promote the Restorative Practice approach and the Working Together Charter and embed further coproduction processes with WPCV and IMPACT.
- Expand our work with young people through IMPACT and links to special school councils and develop the involvement of children and young people in strategic decision-making.
- Develop communications for young people aged over 16 so that they are able to participate in the decision making in their EHC plans.
- Continue to monitor and respond to feedback received from parents through the live feedback form, particularly in relation to their experience of communication.
- Continue to promote commissioned activities through the Search Out Warwickshire directory and Family Information Service newsletters. Continued provision of information to families through webinars and newsletters.
- Continue to share data, both quantitative and qualitative across the County Council, ICB and health providers and challenge each other as part of working towards our vision. Regular review of the ICB health data which will enable the system to keep better oversight on waits to access services.
- Continue to roll-out safeguarding training and Designated Safeguarding Lead (DSL) processes.
- Strengthen co-production with young people and parent/carers in CAMHS services.

Glossary

ADHD: Attention Deficit and Hyperactivity Disorder

AP: Alternative Provision

ASD: Autism Spectrum Disorder

CAMHS: Child and Adolescent Mental Health Services

CCN: Community Children's Nursing

CQC: Care Quality Commission

CWD: Children with Disabilities

CWPT: Coventry and Warwickshire Partnership NHS Trust

CYP: Children and Young People

DBV: Delivering Better Value programme

DfE: Department for Education

DSL: Designated Safeguarding Lead

EBSA: Emotionally Based School Avoidance

EET: Education, Employment or Training

EHC: Education, Health and Care

EHCP: Education, Health and Care Plan

EHE: Elective Home Education

EOTAS: Education Otherwise Than At School

EP: Educational Psychologist

EPS: Educational Psychology Service

EYFS: Early Years Foundation Stage

FAP: Fair Access Protocol

FFC: Families First for Children

FIS: Family Information Service

FLT: Flexible Learning Team

ICB: Coventry and Warwickshire Integrated Care Board

IDS: Integrated Disability Service

KPI: Key Performance Indicator(s)

NEET: Not in Education, Employment or Training

OT: Occupational Therapy

PINS: Partnerships for Inclusion of Neurodiversity in Schools

SALT: Speech and Language Therapy/Therapist

SEF: Self Evaluation Framework

SEMH: Social, Emotional and Mental Health

SEN: Special Educational Needs

SENCO: Special Educational Needs Coordinator

SEND: Special Educational Needs and Disabilities

SENDAR: Special Educational Needs and Disabilities Assessment and Review Service

SENDCO: Special Educational Needs and Disabilities Coordinator

SENDIAS: Special Educational Needs and Disabilities Information Advice and Support

STS: Specialist Teaching Service

SWFT: South Warwickshire University NHS Foundation Trust

WCC: Warwickshire County Council

WEPB: Warwickshire Education Partnership Board

WPCV: Warwickshire Parent Carer Voice

YJS: Youth Justice Service

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