



Wolverhampton
SEND Partnership Board



Joint Area SEND Inspection

in

Wolverhampton

Written Statement of Action

December 2021



Between 20th and 24th September 2021, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Wolverhampton to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

On the 12th November 2021 the inspection report for Wolverhampton was published and on 29 November 2021 a Senior Officials Meeting (SOM) took place with DfE and NHS England and local area partners in Wolverhampton to outline their expectations enabling the local area to formally document their improvement journey through a Written Statement of Action (WSOA). As a result of the findings of this inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) has determined that a Written WSOA is required because of 6 significant areas of weakness in the local area's practice. The local authority and the area's Clinical Commissioning Group are jointly responsible for submitting the written statement to Ofsted by 16th February 2022. Following approval of the WSOA by Ofsted the document will be jointly owned by the Local Authority and the CCG who are also responsible for its implementation, with oversight from the SEND Partnership Board and the relevant leadership governance groups of the Local Authority and the CCG, both political and managerial. Other local area partners such as schools, colleges, health provider services, public health and voluntary organisations also have a key role in delivering the actions within the WSOA plan.

These areas of weakness are:

- weaknesses in identifying SEND when difficulties emerge for those at primary and secondary-school ages
- the lack of accuracy in EHC (Education Health Care) plans and the delays in assessment, writing and review of those plans
- the underdeveloped arrangements for jointly commissioning and providing the services that children and young people with SEND and their families need
- weaknesses in implementing strategically planned co-production at every level when evaluating provision, identifying strengths and weaknesses, and identifying and implementing improvements
- weaknesses in the planning and support of transitions both within statutory school age and from statutory school age to post-19 and post-25
- weaknesses in how the area shares information, including regarding support systems and the local offer.



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The Local Area is committed to improving support, services and provision for children, young adults, parents, and carers in Wolverhampton. We are committed to working in partnership, increasing co-production, and harnessing the expertise within the system; including parents, carers, children, young people, and the staff who work to support them.

We are also committed to ensuring that the parents, carers and the children and young people with SEND themselves are directly and transparently involved in co-producing the services that support them; so that that they receive high quality education, care, and health provision.

We will work across our wider partnership to understand experiences, improve services, and to secure the trust of families. Senior leaders in Wolverhampton as outlined above such as those within the local authority and the area's clinical commissioning group will prioritise the delivery of the actions outlined within this statement of action and will ensure robust scrutiny of progress by the SEND Partnership Board resulting in improved services and making the best use of the resources available.



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SEND Partnership Board

Contents

Section 1 – Introduction	4
Section 2 – SEND Dashboard	5
Section 3 – Feedback from our families	11
Section 4 - Purpose of Plan	15
Section 5 – Wolverhampton’s local area response to the 6 significant weaknesses	16
Section 6 - Local Area monitoring arrangements and Governance	33
Section 7 - Glossary of Terms*	34

*To be completed upon final design



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SEND Partnership Board

Section 1 – Introduction



Wolverhampton is an inclusive City where we work with children, young people, and their families with SEND so that they have a good quality **'ordinary life'** and achieve their full potential

Our Vision

Wolverhampton Joint SEND Strategy 2020-23

In October 2020, Wolverhampton SEND Partnership Board published a revised and co-produced Special Educational Needs and Disability (SEND) Strategy, in partnership with the City of Wolverhampton Council, Black Country and West Birmingham Clinical Commissioning Group and the local Parent Carer Forum, Voice 4 Parents. The strategy was informed by the Joint Strategic Needs Assessment for SEND published in 2019. The strategy was agreed by the SEND Partnership Board and was subject to final sign-off through the governance of the CCG and the Local Authority. The launch of the new strategy coincided with a time of unprecedented challenge for all services, compounded by the Coronavirus pandemic. In September 2021 Wolverhampton was inspected by Ofsted and Care Quality Commission, and although many strengths were recognised as well as good work taking place across services and between services and parents and carers the inspection outcome letter identified some actions that urgently need to be addressed.

The central role that parents and carers have in shaping the experience for their children and young people with SEND is highlighted within the SEND and Inclusion Strategy. The SEND Partnership Board in Wolverhampton is also committed to working with young people and wider communities to raise aspirations and build resilience.

The Ofsted/SEND inspection outcome letter also highlighted a number of strengths within the Local Area, including:

- Leaders, many recently appointed, are committed to catching up as soon as possible. It is evident that SEND is now appropriately high on the area's agenda
- Children in their pre-school years have their additional needs spotted swiftly and have timely access to high-quality support
- The emotional health and well-being work shows that there is potential across the partnership. There are positive relationships between education, health and social care services
- Leaders have identified critical areas for improvement through their accurate self-evaluation
- Provision for children with SEND in early years is a strength
- Families feel well supported by advice and guidance from a range of professionals across the partnership
- Specialist settings provide high-quality provision for children and young people with a range of needs. Leaders in these settings are creative in compensating for weaknesses identified in the area partnership



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- Parents and carers feel well-supported, and young people speak positively about what they are doing and achieving
- The development of school outreach service three years ago is a significant strength of the local partnership. Mainstream and specialist settings are unequivocally positive about the difference this makes
- Wolverhampton Information, Advice and Support Service (WIASS) is a 'lifeline' to many parents, carers, young people and schools
- The Gem child development unit provides an opportunity for professionals from health and social care to be co-located and work closely together to assess the needs of children and young people in their care
- The implementation of the healthy child programme across Wolverhampton is helping to identify additional needs at the earliest stages of a child's life. Health visitors support families by acting swiftly to refer children to specialist services that will ultimately assess the child's needs
- The designated medical officer (DMO), supported by leaders within the CCG, provides clear oversight of services based at the Gem unit and across Wolverhampton in the early identification of need
- The emotional, health and well-being board (EHWB) provides ever-increasing support for children's and young people's emotional health and well-being needs across the area

These many identified strengths demonstrate that there are firm foundations and excellent practice on which to build, and there is a clear determination across the SEND partnership to ensure that services, support and provision for children, young people with SEND as well as their families is of the highest standard within the available resources.

SEND Improvement Programmes

Within Wolverhampton there are multi-faceted transformation projects such as the Culture of Inclusion, Culture of Belonging and delivery of the action plan for the SEND Health Strategy underway, supported by the wider partnership in the local area which aims to transform the SEND system to ensure a better experience for children, young people with SEND and their families as well as the most efficient use of resources.

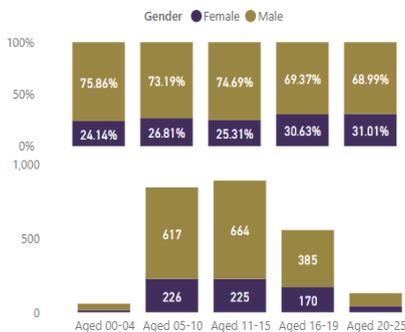
These programmes provide a platform for improvement, linked to the SEND Strategy. Many of the areas for development that the inspectors highlighted in the Ofsted report are already being addressed through the workstream activity of these projects and were outlined in the local area self-assessment provided to Ofsted prior to the inspection.



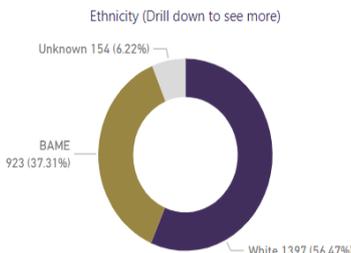
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Section 2 – SEND Dashboard

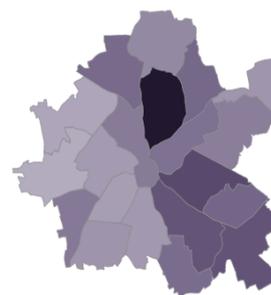
Select an option, then click go



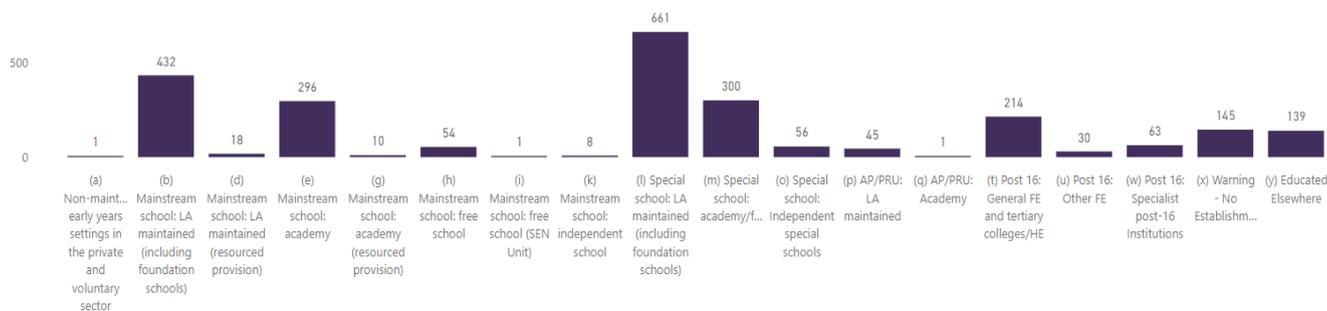
Showing data for 2474 EHCPs
This is as of the 20/01/2022 snapshot



EHCP by Ward



Educational Settings

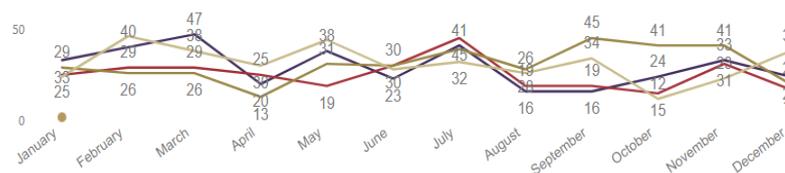


CITY OF WOLVERHAMPTON COUNCIL SEND Performance Dashboard EHCP Caseloads

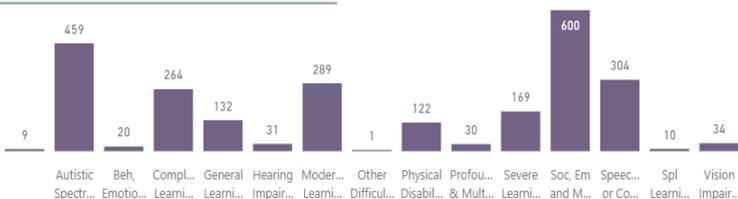
Funding LA:
 Resident LA:
 Total: **2474**
 Personal Budget (Education):
 CYP in Care:

EHCPs completed

*Where involvement was still open at snapshot date
Year ● 2018 ● 2019 ● 2020 ● 2021 ● 2022



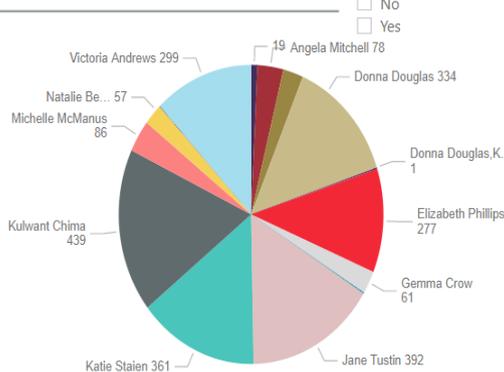
EHCPs by Primary Need



Percentage which were completed in:



Lead Officer



Case Type

Case Type	Count
EHCP Needs Assessment	687
EHCP Needs Assessment (LDA)	1
Initial Assessment	1541
LA Transfer (EHCP)	207
LEA Transfer (Statemented)	1
Re-Assessment	15
Transfer Mid-Ass (No Advice)	7
Transfer Mid-Ass (With Advice)	15

Exception 1	Exception 2	Exception 3A	Exception 3B
14	651	32	46



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Website Performance

Local Offer Wolverhampton

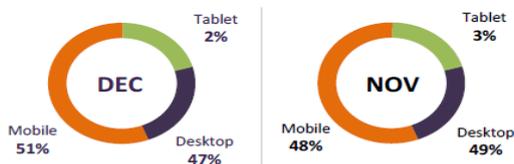
CITY OF
WOLVERHAMPTON
COUNCIL

December 2021

Visits



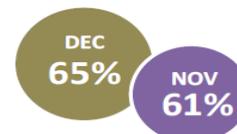
Desktop vs Mobile



Session Duration



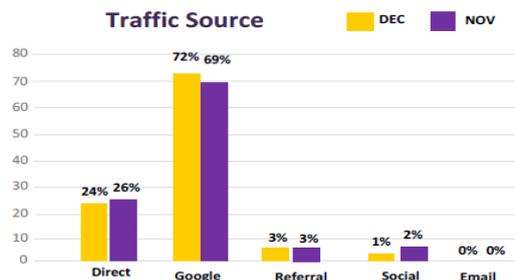
Bounce Rate



Top 10 Sections (Page Views)

Section	December
1. Landing Page	408
2. Education, Health and Care Plans	280
3. Advice and Support	78
4. Leisure	46
5. Health	37
6. Care	24
7. SEN Assessment and Support Services	21
8. Equipment	19
9. Moving into Adult Life	11
10. Preparing for Adulthood	2

Traffic Source



Glossary of terms

Unique Visits – Number of single visits to the site. **Page Views** – Number of pages viewed during visits. **Session Duration** – Length of a site visit. **Bounce Rate** – Those users who landed on a page and left without any further interaction. **Traffic Source** – How visitors came to the site: **Direct** go straight to the web page; **Social** come via social media; **Google** via search engines, **Referral** from other websites.

Produced by Corporate Communications

Section 3 – Feedback from our families

Young People's Feedback 2021



You said ...



Who we are...

HY5! is a group of young people aged 11-25 who live in Wolverhampton.

We are passionate about disabled children and young people and those with special educational needs, being involved in things that affect them.

We will shine a light on what's important, driving change where it matters most.

We do this because young people and their families are experts in their own lives.

The following show's our views on the Written Statement of Action through using 'Mentimeter...'



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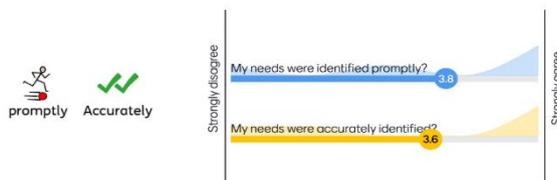
Do you understand what is meant by the graduated response?



How old were you when you were identified as having additional needs/SEN?



How much do you agree with the following statements



How could we (schools and other services) identify your needs earlier?



What were the barriers to the identification of your needs (if any)?



it was clear for me
awareness
okay
earlier
draware
training

Which health services helped you most in meeting your needs?



How can health services better support your needs?

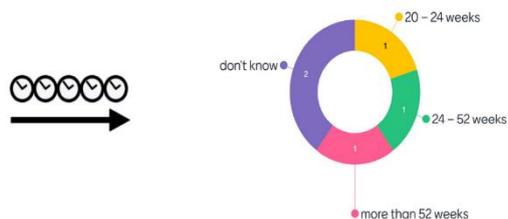
children and woman hospit
birmingham children hospi
areas live in best not parents
services differ less of a battle
birmingham hospital knows
i get them on ok
walsall manor hospital

What was the main reason that you, your parents or your school requested an EHC Needs assessment for a plan?



health cerebral palsy
learning my disability
epilepsy

Do you know how long your EHCP took?



Please mark how much you agree with the following statements:





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What is the key strength of the EHCP Process



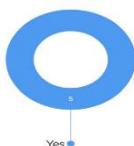
middle
hard allows for a bespoke plan
it helps with most items
know what support you need

What is the key issue with the EHCP Process

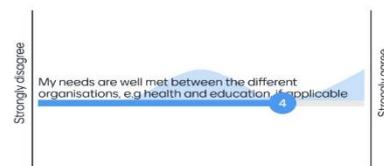


rushed takes to long for re writ
very tough
change time resistance
delays with physio's part

Have you been involved in the annual review process?



How much do you agree with the following statement:



What has been your experience of changes from infants to primary school or primary to secondary or secondary to college?

rushed last min changes

takes too long for them to re write the EHCP

I've Transition from school and college and my experience has been positive

Lose concentration Takes to long for the EHCP

Positive from secondary to college better than from primary to secondary- preferred not to have tug of war

What do you think would have helped ?

training to teachers about children's care plan
talk through together
nhs joint meeting more sen time less back and forth
communication awarness hospital care plan

have you access adult care from health or social care?



How much do you agree with the following statements?

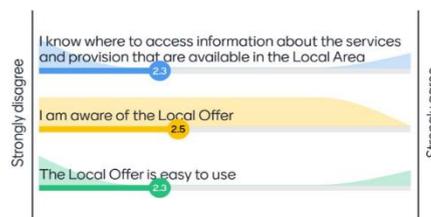


What could the local area do to make you feel more engaged?



asking our views more activites
activities inside
physio hydro for adults
adult physio not immediat
adult service harder
fun activities
training
phisio awarness more access

How much do you agree with the following statements?





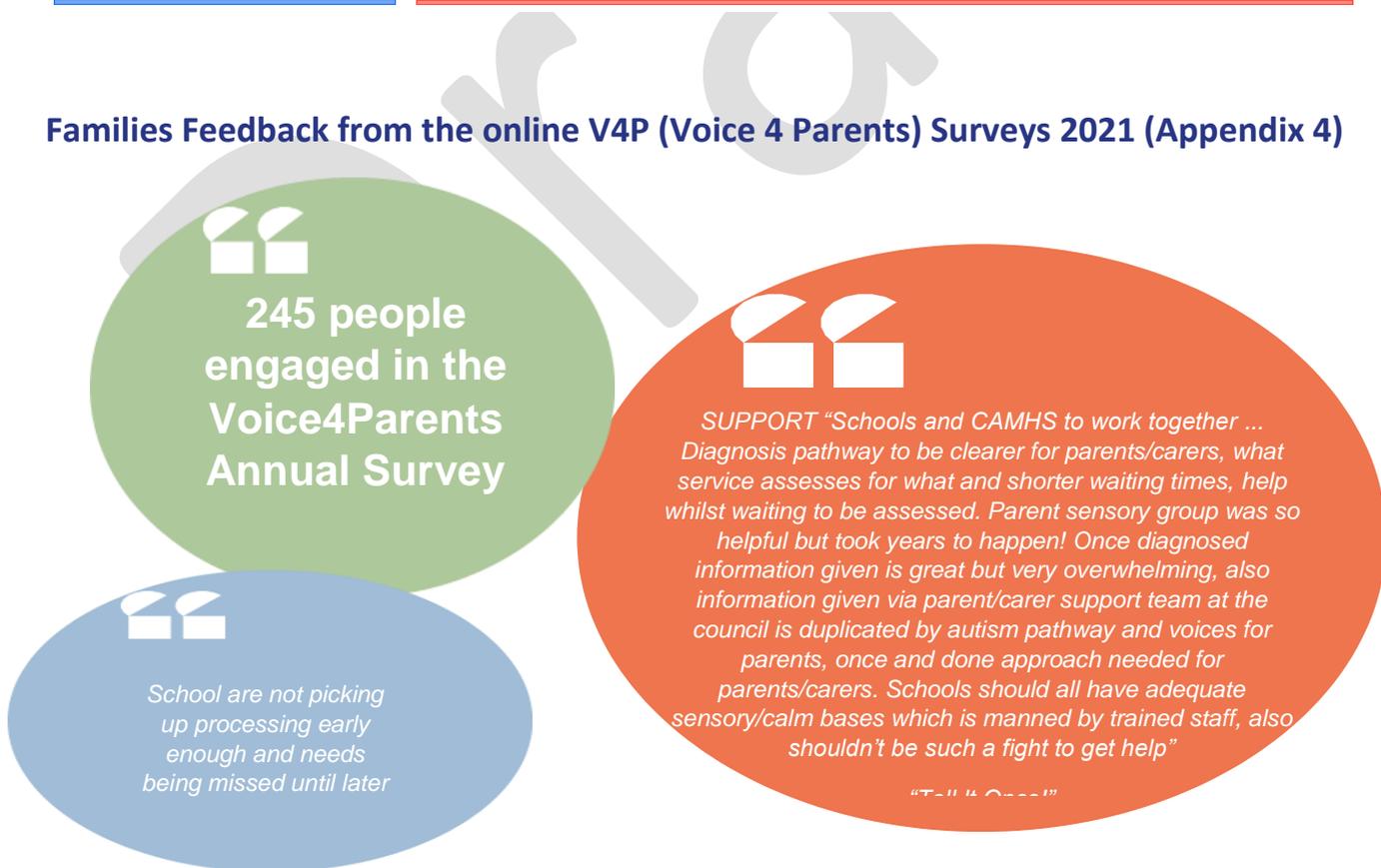
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How do you think we could improve information sharing?



HY5 Priorities in the City	Task And Progress
<p>1. HY5! Is well known by people living and working in Wolverhampton</p>	<ul style="list-style-type: none"> • Build relationship with SEND Partners in the local area • Meet with other young people and families including: • HY5! Event • YO! Inclusive activities • Create HY5! Logo and promotional materials Social Media campaigns HY5! Info on key websites – Local Offer, WIN, YO! IASS
<p>2. A workforce that understands the needs of young people and the importance of Co-production</p>	<ul style="list-style-type: none"> • Develop training offer for people working with children and young people with SEND. To be delivered by young people • Improved use of co-production and communication tools 'Shaping the Conversation/Power of Words' Project • HY5! To be involved in recruitment of SEND professionals
<p>3. Young people are heard and included in decisions that affect them</p>	<ul style="list-style-type: none"> • Develop audit tool to show that young persons voice is clear in EHCP's, annual reviews as well as school based SEN support plans • Regular communications to raise awareness of opportunities for young people to get involved (Strategic Co-production) • Co-production Audit Tool for services to self assess see how well they co-produce
<p>4. Improve the cities Outlook on SEND</p>	<ul style="list-style-type: none"> • Make parks and leisure more Inclusive • Be involved in Short Breaks Review work • Improve training and Job opportunities • HY5! Is represented on Culture of Inclusion workstreams
<p>5. Young people have access to good quality information & services to support them</p>	<ul style="list-style-type: none"> • Review of Local Offer for SEND how can this be improved? • Develop Young Inspector Programme to rate the quality of services and support available to children and young people • Easy read Information and Collaboration with IASS and Advisory Board
<p>6. HY5! has a regional and national presence</p>	<ul style="list-style-type: none"> • Link with regional and national forums including Council for disabled Children

Families Feedback from the online V4P (Voice 4 Parents) Surveys 2021 (Appendix 4)





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You said ...

Support

35% of parents and carers feel that they are not supported by the local authority
4% said that they feel very supported
40% say that they receive some support
24% feel very supported by education
13% told us that they are not supported by education
41% told us that they are not supported at all by social care
3% feel very supported
16% feel they get some support
25% felt it was not applicable
40% of parents and carers felt that education, health, and social care work poorly together
22% feeling it is satisfactory
5% feeling that the services work very well together
12% of parents and carers feel supported by mental health services
44% saying they are not supported at all by these services

Covid

58% of parents and carers felt that their mental health has got worse since March 2020
4% felt that it had got better
53% feel that their child or young person's mental health has got worse since the pandemic
8% feel that it has got better
49% of parents and carers felt their general wellbeing had got worse since March 2020
3% said it had got better
45% said that their child or young person's general wellbeing had got worse
3% feeling it had got better

With the easing of the lockdown restrictions:

25% of parents and carers felt that education provision had got worse
21% reported it as having got better
49% reported that access to health services has got worse
7% felt it has got better
35% of parents and carers said it had stayed the same
27% of parents and carers felt access to social care got worse
27% said it had stayed the same
4% said it had got better

45% of parents and carers feel they receive some support from health
19% saying they are not supported at all by health
23% of parents and carers feel very supported by support groups in Wolverhampton
29% say they are supported by these groups
24% feel they get some support
15% feel they are not supported at all by support groups

Parents and carers were asked what would help them to feel more supported by services in Wolverhampton:

60% said to only have to tell their story once
56% felt that a keyworker helps to support them
65% would like a one stop hub where all services are coordinated from in one place
56% felt an updated local offer would help
69% told us that a health passport that lists the needs of their child or young person and how best to interact with them would be beneficial
63% would feel more supported if there was a parent carer community support officer and/or group.

20% are still waiting
2% had to wait 1 to 5 weeks
7% had to wait 6 to 12 weeks
4% had to wait 6 months to 8 months
56% of parents and carers feel that family members including siblings have been impacted by mental health of the child or young person with SEND
11% have said they were offered support

When asked how supported parents and carers had felt during the pandemic

52% said not at all by the local authority
23% not at all by education
45% said not at all by health
48% not at all by social care
18% said not at all by support groups
2% said they felt very supported by the local authority
3% saying they had received some support
17% felt very supported by education
3% said they felt very supported by health
32% saying they had received some support
2% felt very supported by social care
17% saying they had had some support
25% felt very supported by support groups.



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Mental Health

23% of parents and carers know what support is available in Wolverhampton for their family's mental health

47% said they didn't know what was available

28% were not sure

26% of families have been denied or didn't meet the mental health criteria when seeking support for mental health

Of those refused 8% have been offered other advice or support to help their family with

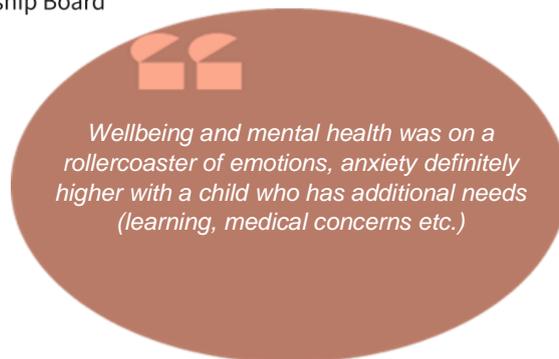
32% said they were not offered anything

43% of parents and carers have been told that their child or young person would have to go on a waiting list for mental health therapy that has been recommended to them

7% have been waiting over a year to receive this therapy

What Parents would like to see on the Local Offer

- Support available
- Funded private therapists (SALT)
- Support groups
- Family friendly activities for the whole family
- Local groups and clubs for SEND children and young people
- Sibling support groups
- Transport for days out
- Pathways
- Transitions – schools and adulthood
- How to get medical health assessments
- Support while waiting for assessments i.e., EHCP
- Direct Payments
- Personal Budgets
- Post 16 support
- Future support and preparing for adulthood
- SEN (Special Educational Needs) childcare
- Funding
- How to get support when applying for funding e.g., DLA
- An explanation of the Local Offer
- Clear Social Care criteria
- Service processes
- Information on education and after school
- Leisure
- An easy way to access all information
- How to access services
- The mental health offers
- Easy to understand criteria's
- Signposting
- A section for parent carers to ask questions and share information e.g., best place to buy shoes for AFO
- To be more specific
- Too wordy
- All information in one place
- A link to the EHC Hub
- Legal advice



Wellbeing and mental health was on a rollercoaster of emotions, anxiety definitely higher with a child who has additional needs (learning, medical concerns etc.)

Health

How well health services met the needs of children and young people:

35% of parents and carers felt that GP were poor

6% of GPs were excellent

20% of paediatricians were excellent

9% being poor

24% parents and carers felt that Occupational therapy was poor

12% told us they are excellent

15% of parents and carers felt that opticians had been excellent at meeting the needs of their child or young person

11% felt they were poor.

Local Offer

38% of parents and carers said that they had heard of the Local Offer

59% haven't

3% were not sure

27% of parents and carers have accessed the local offer

64% haven't

8% weren't sure

Of those who had accessed the local offer:

3% found it very easy to find the

information they needed on there

26% told us that they found it difficult.



LOCAL OFFER "... It is not a friendly and pleasing layout. I couldn't find any information on post 16 despite clicking on the icon"



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Transition and Preparing for Adulthood

When asked how well parents and carers feel their child or young person is being prepared for adulthood:

6% felt they were

51% felt that they aren't

17% said maybe

12% not sure

1% of parents and carers said that their child or young person over the age of 14 with an EHCP (Education and Health Care Plan) have plans made within their annual review to start preparing them for adulthood

18% said nothing had been planned

4% were not sure

1% thought that maybe plans had been made

75% said it wasn't applicable.

4% of parents and carers feel they are having meaningful discussions with professionals about what their young person needs to be successful in adulthood

47% felt that they hadn't had these discussions

7% said they had possibly had them

6% were not sure.

2% said that services are working together across child and adult services to prepare their child or young person for adulthood

34% said that they are not and 11% didn't know

Education

52% of parents and carers told us that they feel that the educational setting meets the need of their child or young person

26% don't feel this to be true

18% were not sure

60% reported that their child or young person is happy in their educational setting

25% told us that they aren't

10% were not sure

54% feel that the educational setting is inclusive for their child or young person

25% said it isn't

165 were not sure

Access to services

25% of parents and carers told us they had to wait over a year for their child or young person to access occupational therapy

12% said they had to wait over a year for speech and language therapy

56% said they had to wait 1 to 2 months for their GP

34% had to wait for 1 to 2 months to access the opticians.

1% of parents and carers told us that their child or young person has received an annual health check by their GP

68% felt it was not applicable

3% were not sure

27% told us that their child or young person hadn't received an annual health check by their GP

40% of parents and carers feel they are heard by educational professionals

38% said they didn't

17% were not sure

47% of parents and carers feel that the education setting provides sufficient resources to ensure their child and young person makes good progress

30% said that they didn't

19% were not sure

24% of parents and carers feel that the educational setting is very aware of SEND

25% felt that they are somewhat aware

13% said that they are not so aware

10% feel that the educational setting is not at all aware of SEND

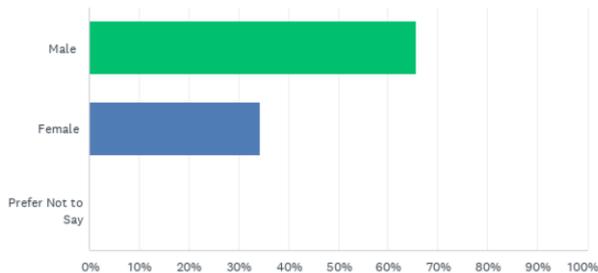


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The parent survey relating to the key areas for development, completed on 7 January 2021, found:

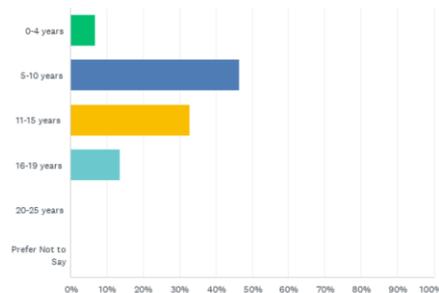
Q1: My child/young person is

Answered: 73 Skipped: 0



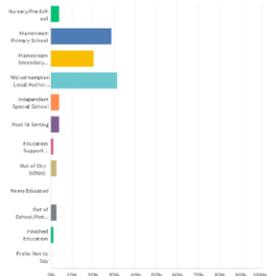
Q2: What is the age range of your child/young person?

Answered: 73 Skipped: 0



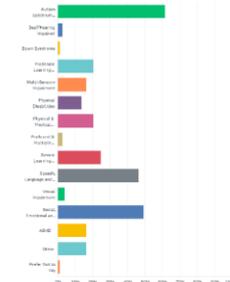
Q3: What type of education setting does your child/young person attend?

Answered: 73 Skipped: 0



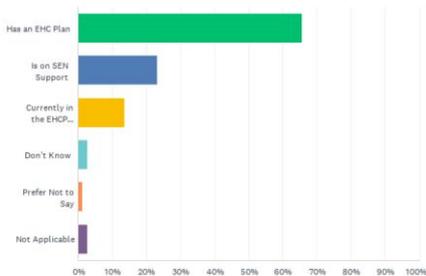
Q4: What type of needs does your child/young person have? Tick as many that apply

Answered: 73 Skipped: 0



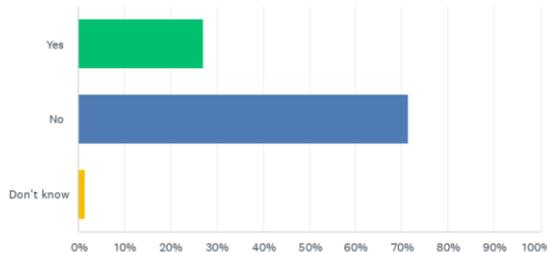
Q5: Which of the following applies to your child or young person?

Answered: 73 Skipped: 0



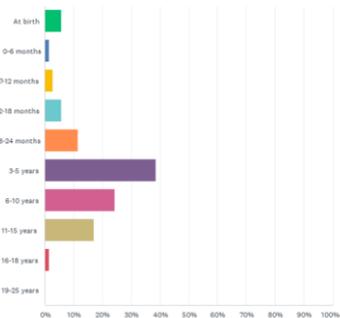
Q8: Do you feel your child or young person's needs were identified early and quickly enough?

Answered: 70 Skipped: 3



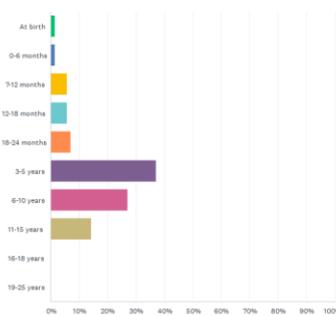
Q9: At what age were your child or young person's needs identified?

Answered: 70 Skipped: 3



Q10: How old was your child or young person when they first received support?

Answered: 70 Skipped: 3

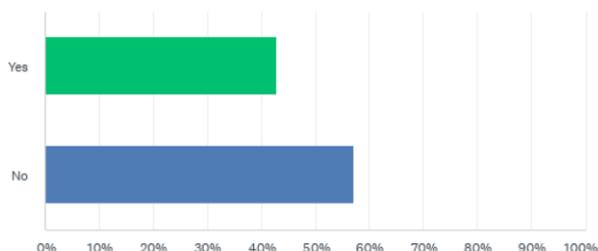




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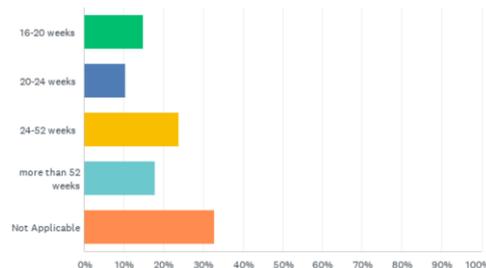
Q12: Do you feel your child or young person's needs were accurately identified?

Answered: 70 Skipped: 3



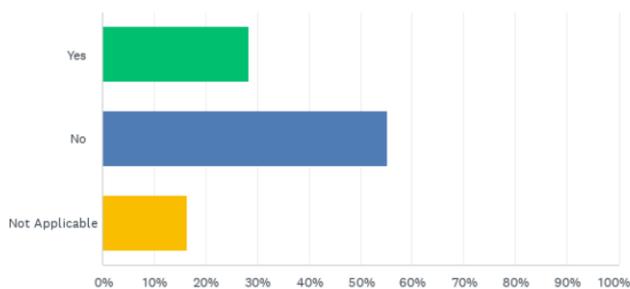
Q14: From submission of the needs assessment request, how many weeks did it take to complete and be issued to you?

Answered: 67 Skipped: 6



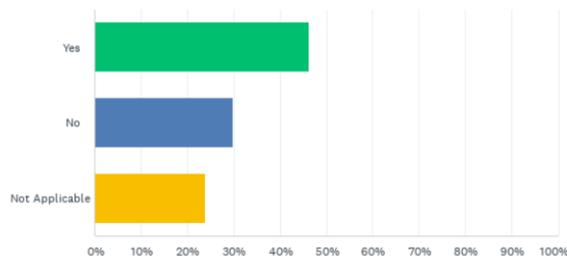
Q15: Were you informed regularly about the progress of the plan?

Answered: 67 Skipped: 6



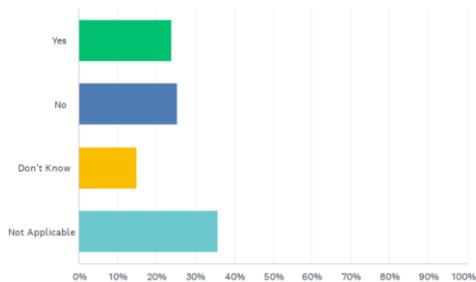
Q16: Did you feel that you were involved in your child or young person's plan and was your voice heard?

Answered: 67 Skipped: 6



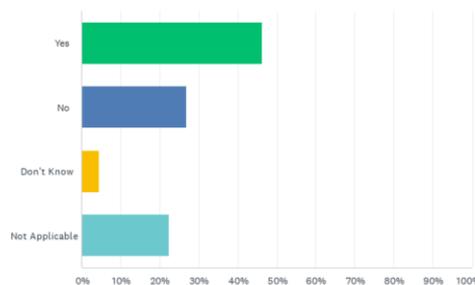
Q17: Do you feel your child or young person was involved in their plan and was their voice heard?

Answered: 67 Skipped: 6



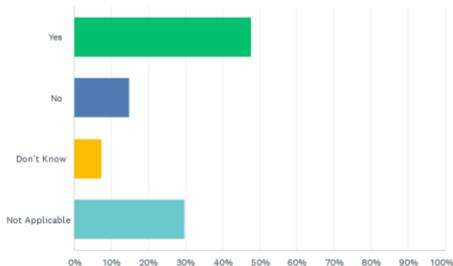
Q18: Has your child or young person had an annual review in the last 12 months?

Answered: 67 Skipped: 6



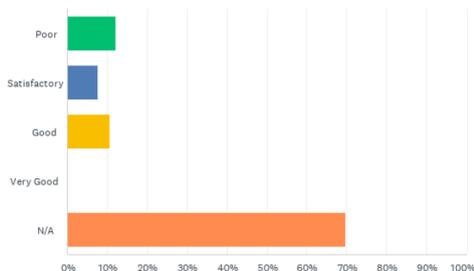
Q19: Have you been involved in the annual review process for your child or young person's plan?

Answered: 67 Skipped: 6



Q24: If applicable, how would you describe transitions between child and adults services for education?

Answered: 66 Skipped: 7

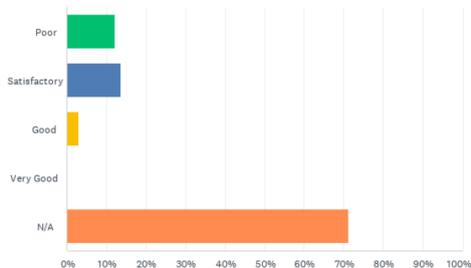




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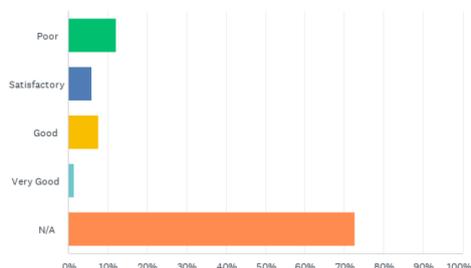
Q25: If applicable, how would you describe transitions between child and adults health services?

Answered: 66 Skipped: 7



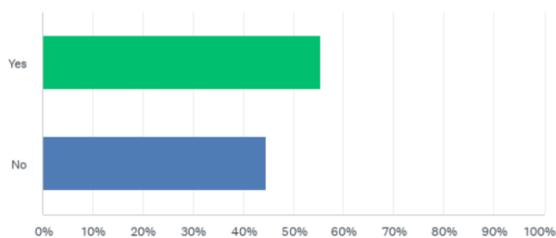
Q26: If applicable, how would you describe transitions between child and adults social care?

Answered: 66 Skipped: 7



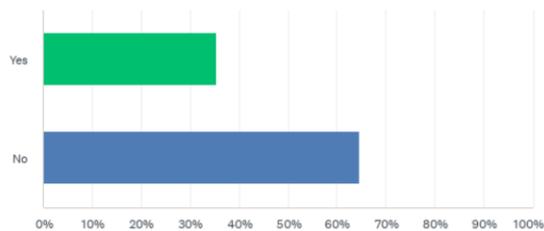
Q28: Have you been involved in making decisions regarding your child or young person's support and provision?

Answered: 65 Skipped: 8



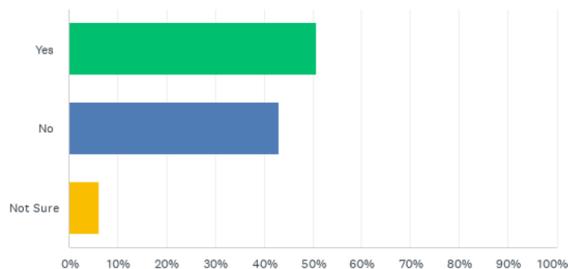
Q29: Has your child or young person been involved in having a say about their support and provision?

Answered: 65 Skipped: 8



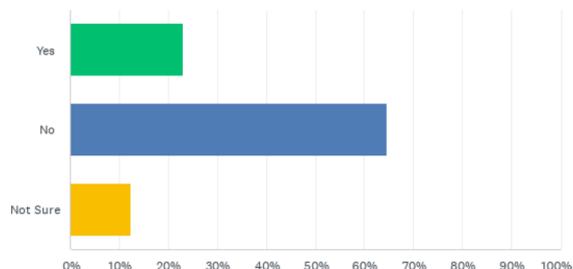
Q31: Have you heard of the Local Offer?

Answered: 65 Skipped: 8



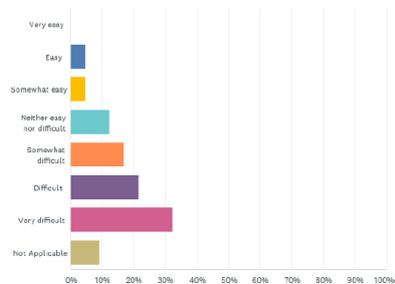
Q32: Have you accessed the Local Offer?

Answered: 65 Skipped: 8



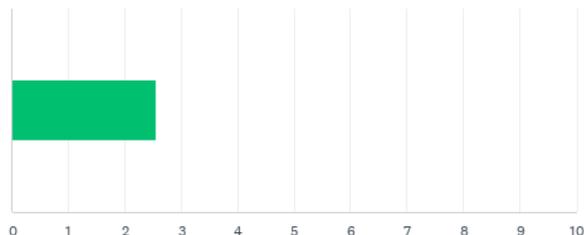
Q33: How easy do you find it to get information about what services are available and what they do or offer?

Answered: 65 Skipped: 8



Q34: On a scale of 1 to 10, with 1 being poor and 10 being excellent, please rate Wolverhampton's Local Offer

Answered: 65 Skipped: 8



Section 3 - Purpose of Plan

This Written Statement of Action (WSOA) will provide a framework for addressing the key issues and areas for development identified by Ofsted and the CQC in their inspection of SEND support and services in the local area of Wolverhampton in September 2021. This plan links directly with the revised SEND Strategy (2020-23) which details the required workstreams and actions to support children and young people to achieve the best possible outcomes within the available resources.

The WSOA is a dynamic document that will remain under constant review and therefore change over time as work is progressed. Progress against actions within each priority will be rated as follows:

RED	Action significantly delayed (requiring intervention)
AMBER	Action in progress, minor delays
GREEN	Action on track
BLUE	Completed and embedded
PINK	Action not yet started, as dependent on or awaiting other actions to be completed first

The RAG rating above will be used as part of the monitoring process going forward which will be undertaken by the Wolverhampton SEND Partnership Board.

At the start of the improvement journey some significant issues required immediate action and have either been completed or are underway at the point of submission of this WSOA. Milestone completion dates will be included in the WSOA as the plan is monitored, which will act as a critical measure over the next 18 months.

Wherever quantifiable, percentages of improvement will be recorded within the progress columns along with milestone measures and a narrative to explain the journey towards completing the actions.

Impact measures will also be quantified where appropriate, for example, percentage of parental satisfaction as the actions are delivered and become embedded.

Section 4 – Wolverhampton’s local area response to the six areas of development

AREA FOR DEVELOPMENT ONE

To better identify SEND when difficulties emerge for those at primary and secondary-school ages.

AREA FOR DEVELOPMENT TWO

To improve the accuracy in EHC plans and reduce delays in assessment, writing and review of those plans.

AREA FOR DEVELOPMENT THREE

To develop and implement a joint commissioning strategy which outlines the arrangements for providing the services that children and young people with SEND and their families’ needs.

AREA FOR DEVELOPMENT FOUR

To eliminate weaknesses in implementing strategically planned co-production at every level when evaluating provision; identifying strengths and weaknesses, and identifying and implementing improvements.

AREA FOR DEVELOPMENT FIVE

To improve the planning and support of transitions both within statutory school age and from statutory school age to post-19 and post-25.

AREA FOR DEVELOPMENT SIX

To develop better practices for the sharing of information, including regarding support systems and the local offer.

The following actions have been co-produced with young people, families and professionals across Wolverhampton to respond to the SEND Strategy, but also align to the required developments highlighted within the Written Statement of Action.

Together we will....

Area for development 1								
To better identify SEND when difficulties emerge for those at primary and secondary-school ages.								
Actions for implementation	Lead Officer	Evidence	Accountability measures	Intended outcome/Impact	Resources (Additional – A) (Existing – E)	Key Milestones	Completion date	Progress
1.1 Develop a strengthened graduated response to assist all education settings to correctly identify SEND	Principal Educational Psychologist (Emma Thornbery)	Graduated approach published	Improved outcomes for children at SEN Support	Education settings able to correctly identify SEND, without relying on label or diagnosis, and enabled to support every child with SEND within their placement implemented. Families have improved confidence around the support available from schools to meet child's individual need and not having to wait for diagnosis before support is in place Appropriate and timely referrals to be made for EHC Needs Assessments	£200K inclusion grant funding (E) Staff support for developing Graduated Response toolkit (E) Staff support for training on Graduated Response within schools (E)	Core group to review examples and agree model/approach	October 2022	Blue
						Workshops held for each of the 4 areas of code of practice plus medical/health needs guidance.	January 2022	Green
						Core group to identify sections needed for introduction/context - agree who will draft sections.	January 2022	Green
						Share draft with core group (including YP and parents/carers) for feedback	February 2022	Pink
						Training for schools	March – July 2022	Pink
						Work with ICT on website ready version for LO	September 2022	Pink
						Implementation in schools and support services	September 2022	Pink
1.2 Develop a clear All Age Autism pathway for diagnostics and support (under and over 5) shared on the Local Offer	Head of Service Inclusion and Empowerment (Helen Bakewell) Head of Service – Adult Service (Paula Morris)	All Age Autism Strategy	Families to have a better understanding of how to access pathway and for support to be in place while CYP are on diagnostic journey	Simple to navigate Consistency in diagnosis decision making process Better communication between professionals and with families – 'tell it once'	Existing resource (E)	Review previous strategy Re-establish Autism Board Review updated data Consultation on strategy Launch strategy	Feb 2022	Green

<p>1.3 Improve the waiting times for specialist therapeutic services i.e. SLT and OT and Child and Adolescent Mental Health Services (CAMHS) for both new appointments and review appointments.</p>	<p>Specialist CAMHS Operational Manager (James Reeley) Commissioner (Sally Sandel) CCG (Ros Leslie)</p>	<p>Revised delivery models / service specifications for specialist therapeutic services in line with National guidelines. Specialist CAMHS Waiting times for new appointments and also reviews are under 18 weeks with few exceptions.</p>	<p>Quantitative and qualitative data monitoring, reported to relevant governance groups Monitored via Trust Performance meetings and SEND Health Steering group and subgroup meetings</p>	<p>Waiting times will be improved following the negative affects the COVID-19 pandemic has had on waiting times for therapeutic interventions in some specialist therapeutic and Child and Adolescent Mental Health Services (CAMHS). Waiting times will decrease to within 18 weeks for new appointments. This will improve the experience of families which told inspectors that this affects their lives as they are unaware of how to obtain assistance or support for their children while they remain on long waiting lists.</p>	<p>WLI clinics (A) Recruitment of new CAMHS staff funded to address the issues of the wait for allocation to individual therapy (A) Seeking to spend non recurrent further money on staff for a time limited project to reduce our second waits (A)</p>	<p>Compliance with 18-week wait target Scope out opportunities for a CYP workstream (to include specialist therapeutic services and SEND) to be picked up through the Place-Based Partnership (One Wolverhampton) work (first meeting planned for 1 Feb 2022) Identify any 'quick wins' for specialist therapeutic services, whilst work is underway on a longer-term delivery model Review specialist therapeutic services delivery models / service specifications in line with National guidelines Commission specialist therapeutic services as appropriate</p>	<p>Unknown due to impact of Covid-19 Short-, medium- and long-term dates to be determined.</p>	
<p>1.4 Ensure the capacity is fit for purpose and NICE compliant across several health services, including speech and language therapies (SALT), specialist CAMHS and autism spectrum disorder (ASD) pathways</p>	<p>Commissioner (Sally Sandel) Head of CAMHS Commissioning (Mags Courts)</p>	<p>Revised delivery models / service specifications for specialist therapeutic services in line with National guidelines</p>	<p>Quantitative and qualitative data monitoring, reported to relevant governance groups Monitored via Trust Performance meetings and SEND Health Steering group and subgroup meetings</p>	<p>Improved waiting times meaning children and young people are receiving appropriate interventions at the right time. Improved parent/carer and young person satisfaction This is important as these diagnostic assessments do not always mirror the National Institute for Health and Care Excellence (NICE) guidance and extend waiting times further while additional NHS assessments are pending.</p>	<p>(E)</p>	<p>Scope out opportunities for a CYP workstream (to include specialist therapeutic services and SEND) to be picked up through the Place-Based Partnership (One Wolverhampton) work (first meeting planned for 1 Feb 2022) Identify any 'quick wins' for specialist therapeutic services, whilst work is underway on a longer-term delivery model Review specialist therapeutic services delivery models / service specifications in line with National guidelines Commission specialist therapeutic services as appropriate</p>	<p>Short-, medium- and long-term dates to be determined.</p>	

<p>1.5 Waiting times to be brought down to within NICE guidance (under 5's and over 5's and adults for ASD)</p>	<p>Specialist CAMHS Operational Manager (James Reeley)</p> <p>(Ros Leslie)</p>	<p>Waiting times reduced for each service to within NICE guidelines</p> <p>Waiting list reports</p> <p>Revised delivery models / service specifications for specialist therapeutic services in line with National guidelines</p>	<p>Quantitative and qualitative data monitoring, reported to relevant governance groups</p> <p>Monitored via Trust Performance meetings and SEND Health Steering group and subgroup meetings</p>	<p>Waiting times will be improved following the negative affects the COVID-19 pandemic has had on waiting times for therapeutic interventions in some specialist therapeutic and Child and Adolescent Mental Health Services (CAMHS). Waiting times will decrease to within 18 weeks for new appointments. This will improve the experience of families which told inspectors that this affects their lives as they are unaware of how to obtain assistance or support for their children while they remain on long waiting lists.</p>	<p>WLI clinics (A)</p>	<p>Compliance with 18-week wait target</p> <p>Scope out opportunities for a CYP workstream (to include specialist therapeutic services and SEND) to be picked up through the Place-Based Partnership (One Wolverhampton) work (first meeting planned for 1 Feb 2022)</p> <p>Identify any 'quick wins' for specialist therapeutic services, whilst work is underway on a longer-term delivery model</p> <p>Review specialist therapeutic services delivery models / service specifications in line with National guidelines</p> <p>Commission specialist therapeutic services as appropriate</p>	<p>Unknown due to impact of Covid-19</p> <p>Short-, medium- and long-term dates to be determined.</p>	
<p>1.6 Have clear processes in place for signposting families to universal offer, from 0-19 services including health, LA and community services, whilst children and young people are on an existing waiting list.</p>	<p>Specialist CAMHS Operational Manager (James Reeley)</p> <p>Deputy Chief Nurse, RWT (Nicki Ballard)</p> <p>Head of Service Strengthening Families (Louise Anderson)</p>	<p>Signposting to appropriate services at referral, at assessment and during treatment when this is indicated.</p> <p>Guide to useful services available for those on the ASC assessment pathway.</p> <p>Fewer parental complaints</p>	<p>Black Country Partnership Foundation Trust/CCG/LA</p>	<p>Improved offers of support while children and young people wait for diagnosis</p>	<p>(E)</p>	<p>Updated information on Local Offer</p> <p>Guide to useful services developed</p>	<p>Feb 2022</p>	
<p>1.7 Contact with families during the diagnostic process during waiting for CAMHS and ASD</p>	<p>Specialist CAMHS Operational Manager (James Reeley)</p>	<p>Regular check in with families (minimum 12 weekly)</p>	<p>BCPFT</p>	<p>Parents are reminded that we are aware they are waiting,</p> <p>Risks are reviewed and families are made aware of who and how to contact in the event of a deterioration.</p> <p>Review appointments offered for those waiting if a concern is highlighted that needs further triaging.</p>	<p>(E)</p>	<p>Rigorous process in place</p>	<p>Jan 2022</p>	

1.8 Continue to increase the number of families participating in the 2-2.5 year old health and developmental review (ASQ).	Consultant Public Health (Bal Kaur) Senior Matron,RWT (Jane Lawrence)	More families taking up 2/2.5-year-old health check	Earlier Identification through health checks	More children identified as requiring additional support or provision earlier	Current capacity in Public Health (E)	Updated list of families not engaging in 2/2.5 year old offer regularly updated Additional opportunities/appointments offered to families.	Ongoing	
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Outcomes

- Earlier identification
- Improved outcomes
- Reduced exclusions
- Schools are better connected
- Better understanding of how to access pathways and support prior to diagnosis for families
- Families feel better supported, empowered and know who to approach

Draft

Area for development 2

To improve the accuracy in EHC plans and reduce delays in assessment, writing and review of those plans.

Actions for implementation	Lead Officer	Evidence	Accountability measures	Intended outcome/Impact	Resources (Additional – A) (Existing – E)	Key Milestones	Completion date	Progress
2.1 Full review of existing statutory assessment processes from receipt of request for assessment to issue of plans where appropriate	Service Manager – SEND Assessment, Planning & Provision (Deborah Beasley) Business Analyst (Misba Akhtar)	Regular update meetings (recorded) to demonstrate progress against KPIs	New ways of working piloted and assessed, where successful for feeding into revised needs assessment and EHC plan process	Improved timeliness and quality of plans Improved parental and young people satisfaction	Current officer capacity (E)	Workshops for experts to include V4P Visits to other LAs with best practice Trial of new processes	April 2021	
2.2 Revised process and pathway developed	Service Manager – SEND Assessment, Planning & Provision (Deborah Beasley) Business Analyst (Misba Akhtar) School SEND Improvement Advisor (Anna Vrahimi) Designated Medical Officer (Cathy Higgins) Designated Clinical Officer (awaiting appointment) Service Manager – Children’s Services (Lisa Whelan)	Process and pathway agreed and embedded by all partners (including health, social care, schools, settings, parent/ carers and young people)	Quality SEN support in place through Graduated Response, as well as EHC plans that accurately reflect a child’s needs with co-produced clear outcomes included for monitoring of achievement	Rollout of training and support on Graduated Support in schools through SENCos Easily accessible information available with a clear pathway outlined for all partners and stakeholders	Current officer capacity (E)	Multi-agency workshops held	June 2022	
2.3 Revised EHC plan co-produced, with advice providers, CYP and parent/carers, and implemented	Service Manager – SEND Assessment, Planning & Provision (Deborah Beasley)	Evidence of co-production with key stakeholders	EHC plans fit for purpose and easily accessible to all service users and professionals	Improved plans that are accessible and have clear SMART targets leading to improved outcomes for children and young people	Current officer capacity (E)	Workshops with relevant stakeholders and SEND professionals	April 2022	

2.4 Implementation of evaluation process to assess parent/carer/young person satisfaction and to ensure that there is a feedback mechanism for comments related to the statutory process and the quality of plans	Head of Service Inclusion and Empowerment (Helen Bakewell)	100% of families will have the opportunity to feedback on EHC needs assessment and plan development processes with targets for improvement in satisfaction levels set	Analysis of evaluations will demonstrate improving satisfaction of families who feel listened to, heard, and fully engaged in co-production of plans. Reduction in requests for Mediation and referrals to Tribunal	Improved EHC plans that are clearly co-produced Parental and young people satisfaction with plans	Current officer capacity (E)	Process in place to be implemented by restructured SENSTART team in place (July 2021)	September 2022	
2.5 Revised training opportunities for all staff in education, health and social care including online e-learning modules	Service Manager – SEND Assessment, Planning & Provision (Deborah Beasley) Designated Medical Officer (Cathy Higgins) Designated Clinical Officer (awaiting appointment) Service Manager – Children’s Services (Lisa Whelan)	Percentage of relevant colleagues who have completed training (including current and any new staff will be 100%)	Better quality support and provision in place including high quality co-produced plans, evidenced by improved stakeholder feedback and satisfaction Improved advice from professionals incorporated into clear, effective plans	Quality and consistency of plans improved Timeliness of plans within legislative requirements	Current officer capacity (E) Training through region (E)	Training to commence from February 2022	September 2022	
2.6 To agree and implement a co-produced QA framework with health, education and social care colleagues including requirements for audit and moderation panels and processes	Service Manager – SEND Assessment, Planning & Provision (Deborah Beasley) Head of Service Inclusion and Empowerment (Helen Bakewell)	QA framework and quality standards agreed by SEND Partnership Board Health, education and social care colleagues trained on requirements for audit and moderation panels and processes	Improved services, provision and plans acknowledged by stakeholders	Regular cycle of plans audited and moderated with improved quality and consistency across all phases CSC (and ASC) TMs ensure SW completed SC section and the timeliness and quality of this Preparation for Adulthood clearly incorporated into plans	QA officer dedicated to SEND services to oversee audit programme (c40k)(A)	2 cycles completed (Sept. 2021) Reinstate Jan. 2022	March 2022	
2.7 Develop and implement a ‘Continuous Improvement and Learning Programme’	Head of Service Inclusion and Empowerment (Helen Bakewell)	Cycle of feedback and training from QA of plans in place Bi-yearly ‘Learning from Complaints’ workshops	Audits of plans	Improved quality and timeliness of plans Fewer parental complaints Reduced LGO complaints and Tribunals	Existing officer capacity (E)	Cycle of workshops planned Practice week scheduled to audit EHCPs	April 2022	
2.8 Training for plan writers, advice provision and outcomes writing in conjunction with revised	Head of Service Inclusion and Empowerment (Helen Bakewell)	Schedule of training with attendance of officers recorded	Improved, personalised SMART outcomes included in EHC plans	Consistent high-quality plans produced in timescale	Existing officer capacity (E)	Training schedule in place (Feb. 2022)	July 2022	

and improved systems and processes	Service Manager – SEND Assessment, Planning & Provision (Deborah Beasley)	Outcomes able to be easily measured with progress towards achievement clearly able to be evidenced	Plans more accessible with clear evidence of co-production					
2.9 Procurement of preferred IT solution to enable collaborative electronic EHC plan process	Head of Digital and IT (Jai Ghai)	Steering group with task and finish groups established and meeting regularly to develop clear specification Parent/carer and partners included in development and decisions Parent/carer and partners included in development and decisions re IT system processes with issues and mitigations recorded in meeting minutes	improved processes in place to deliver good quality EHC plans	Efficient and effective SEND IT system	Capital investment in system - £TBC	Completion of procurement exercise, implementation of new system, training completed, and system embedded	January 2023	
2.10 Ensure successful processes are in place for Health professionals to successfully input into preferred IT solution to enable collaborative electronic EHC plan process.	Designated Clinical Officer (awaiting appointment)	Attendance at planning meetings by key health professionals including the DCO to ensure health element fit for purpose To directly input to electronic EHCP when it is rolled out	Attendance log at meetings Link with LA accountability measures	Health professionals will use the portal once issues with the difficulty in access are resolved.	Awaiting substantive appointment of DCO (A)	In line with LA timescales	January 2023	
2.11 Delivery of a timely annual review process	Service Manager – SEND Assessment, Planning & Provision (Deborah Beasley) Head of Service Inclusion and Empowerment (Helen Bakewell)	Co-produced revised process developed and made available to schools/ colleges, parents and carers Regular monthly update reports on performance re annual reviews made available to strategic leaders	Annual review process/workflow improved in terms of timeliness, consistency, appropriate professionals attending reviews or submitting a timely report. Improved EHC plans secured through AR process Improved parental satisfaction with annual review process	Improved outcomes for CYP as a result of effective annual review process feeding into EHC plans Timeliness of annual reviews in line with Code of Practice	Existing officer capacity (E)	New templates developed and agreed Revised processes embedded	April 2022	

2.13 Develop a strengths-based approach to EHC plans and Annual Reviews embedding values of inclusion and independence through delivery of the Local Area SEND Strategy	Head of Service Inclusion and Empowerment (Helen Bakewell)	Right support and provision at the right time, for the right children and young people in place	Increasing demand able to be met through available budget and resources EHC plans will include information on what is working well and encourage families to build upon their unique strengths Preparation for adulthood starts from an earlier age in the child's journey	SEN support strengthened to meet CYP's SEND needs within mainstream school wherever possible High quality and timely EHC plans issued for those with highest levels of need	Existing officer capacity (E)	Quarterly improvement visible through monitoring of KPIs within Leadership meetings and through SEND Partnership Board	Ongoing through cycle of continuous improvement	
2.14 Implementation of the DSCO action plan	Service Manager – Children's Services (Lisa Whelan)	Engagement of SEND champions Training and meetings with champions set up DSCO attending regional/national workshops Increased multi-agency engagement of partners at DCYP resource panel	Reviewed quarterly within C&YPiC Managers. Reviewed monthly within supervision between SM/DSCO and HOS Reviewed quarterly within CYPLT	Upskilling staff Increased/enhanced understanding of SEND across Children's Social Care. Increase/Enhance contribution to EHCP at referral/assessment/review stages	E	<ul style="list-style-type: none"> - Monthly SEND Champion meetings ongoing - Develop a SEND Champions Newsletter - Continue to build engagement from SEND champions - Further develop specific training – whilst training invites can be sent, flyers to highlight training opportunities across are routinely shared to SEND champions network with an expectation that champions are proactive in signing up to further enhance understanding/expertise. - DSCO to attend CDC National/Regional workshops/conferences etc ongoing 	Training - 31/3/22 and ongoing – The DSCO role is currently part of Service Manager role – C&YPiC and thus progress in line with significant competing demands.	
2.15 DSCO and WIASS training of Social Care SEND Champions	Service Manager – Children's Services (Lisa Whelan) IASS Officer (Elaine Westwood)	MCA/LPS Overview completed 11/11/21 IASS/EHCP – planned Feb/March 2022	Reviewed quarterly within C&YPiC Managers. Reviewed monthly within supervision between SM/DSCO and HOS Reviewed quarterly within CYPLT	Upskilling staff Increased/enhanced understanding of SEND across Children's Social Care. Increase/Enhance contribution to EHCP at referral/assessment/review stages	E	<ul style="list-style-type: none"> - Monthly SEND Champion meetings ongoing - Develop a SEND Champions Newsletter - Continue to build engagement from SEND champions - Further develop specific training – whilst training invites can be sent, flyers to highlight training opportunities across are routinely shared to SEND champions network with an expectation that champions are proactive in signing up to further enhance understanding/expertise. - DSCO to attend CDC National/Regional workshops/conferences etc ongoing 	Training - 31/3/22 and ongoing – The DSCO role is currently part of Service Manager role – C&YPiC and thus progress in line with significant competing demands.	
2.16 Highlight good EHCP	Principal Social Worker	QA Audits	Identify and share	Upskill staff to be able to	E	Cycle of workshops planned	April 2022	

practice development in CSC Excellence plan	(Jenny Rogers)		with staff teams factors that indicate 'good' 'outstanding practice' Contribute to multi-agency audits	contribute to EHCP assessments Develop a shared understanding of measurable outcomes for children and young people		Practice week scheduled to audit EHCPs		
2.17 Extended role of the virtual school head to include children known to social care	Head of Virtual School (Darren Martindale)	Strategic plan in place and progressing to extend role of the VSH	Attendance and Inclusion data, feedback from schools	Improve awareness and tracking of children and young people known to social care to improve educational outcomes	A – New Inclusion Manager being recruited to enable VSH to incorporate new extended responsibilities, new School Improvement Advisor (SIA) being recruited to provide quality advice to schools in line with DfE guidance	Inclusion/Attendance Manager recruited SIA recruited Extended role discussed at key forums with schools/social care Conference delivered for schools and flexible training package in place	Feb 2022 Feb 2022 Feb 2022 May 2022	

Outcomes

- Education, Health and Care Plans meet the special educational needs of each child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood
- EHC needs assessments and plans establish and record the views, interests and aspirations of the parents and child or young person as well as providing a full description of the child or young person's special educational needs and any health and social care need
- There are clear outcomes within EHC plans based on the child or young person's needs and aspirations and help to prepare them for adulthood
- EHC Plans specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes
- Person-centred approaches, transparent systems and decision-making processes are used with clear lines of governance involving Education, Health and Care
- EHC plans are effective in identifying and addressing the holistic needs of children and young people
- Statutory SEND processes and decision making are fully compliant with statutory guidance (Code of Practice) and timescales
- Timeliness for all needs assessment requests and EHC Plans, begins to improve immediately
- Needs Assessments and EHC Plans are of good quality; co-produced with parents/ carers and children and young people; person- centred and outcome focused
- Parent and carer confidence and satisfaction in the system is increased through the development of a family centred approach with an identified key worker available to families as they progress through the needs assessment process and the delivery of the plan.
- The Local Offer will perform the function of a one stop shop.

Area for development 3

To develop and implement a joint commissioning strategy which outlines the arrangements for providing the services that children and young people with SEND and their families' needs.

Actions for implementation	Lead Officer	Evidence	Accountability measures	Intended outcome/Impact	Resources (Additional – A) (Existing – E)	Key Milestones	Completion date	Progress
3.1 Co-produce a Joint Commissioning Strategy between Local Authority and CCG	Commissioning Manager (Steven Larking) Commissioner (Sally Sandel)	Strategy agreed by governance boards	a) 100% of colleagues aware of the areawide commitment to joint commissioning and their individual responsibilities towards the development and delivery of the strategy b) Published strategy will outline commissioning principles to maximise opportunities for aligned and joint commissioning intentions	A wide range of high-quality services jointly commissioned providing best value and parental choice and higher levels of satisfaction	To be achieved within existing resources (E)	Approval of Strategy at Strategic Commissioning Steering Group (Nov. 21) Sign off in principle at SEND Partnership Board (Dec. 2021) Full sign off and implementation (Feb. 2022) Development of Joint Strategic Commissioning Tracker from Nov. 2021	Feb 2022	
3.2 Undertake a joint baseline assessment of current commissioned SEND services and identify opportunities for joint commissioning of existing or new provision needs with an action plan prepared to address the gaps	Senior Commissioning Officer (SEND) (Mai Gibbons) Commissioner (Sally Sandel) Voices for Parents (Jayne Evans)	Plan in place for future commissioning activity linked to identified needs and priorities identified within JSNA	a) Services and provision match need in local area according to local intelligence b) Local offer clearly outlines services and provision available including how these can be accessed c) Information on Local Offer regarding timescales for commissioning new services	All stakeholders aware of provisions available to support CYP with SEND including details of how to apply for and access relevant services	SEND Local Offer and Communications Lead Officer (to be appointed) circa £40k (A)	a) Review of existing services commissioned (April 2022) b) Identify opportunities for joint commissioning of services, both existing and new, to meet local need (September 2022) c) Develop and implement plan for new and recommissioning services (January 2023) d) Updated information available re services on Local Offer (March 2023)	March 2023	
3.3 Identify all budgets (including EPP and Continuing care) that are allocated to services that could be jointly commissioned	Finance Manager (Terry Shaw) Senior Commissioning Officer (SEND) (Mai Gibbons) Commissioner (Sally Sandel)	Budgets identified	Oversight and audit of budgets to ensure fair contributions with accountable managers aware of and fulfilling their responsibilities	Resources allocated appropriately from across partnership	Funding and finance officer in post within SEND (A) CCG finance officer (E) LA corporate finance support (E)	Initial audit of financial contributions (Jan. 2022) Appointment of new resource (Dec. 2022) Embedded system for funding in place across the partnership	Sept. 2022	
3.4 Establish a format and schedule for monitoring contracts ensuring compliance and outcomes for CYP are achieved.	Senior Commissioning Officer (Mai Gibbons)	Multi agency QA group established	Regular reporting to SEND Partnership Board	Improved outcomes for CYP KPI's monitored and challenged regularly	Multi-team officers (E)	QA monitoring group established (Sept. 2021) Finalised QA framework agreed (Feb. 2022)	September 2022	

	Head of Service – Inclusion and Empowerment (Helen Bakewell) Commissioner (Sally Sandel)			Best value evidenced		Data and information available (Nov. 2021) Process embedded (April 2022)		
3.5 EPP to be included within joint commissioning strategy	Children's Commissioning Transformation Lead (Steven Larking)	EPP referenced and included within the Joint Commissioning Strategy under the Placement Commissioning section	Clear reporting to Joint Commissioning Group	To ensure that high-cost placements that require joint funding are considered as part of the joint commissioning strategy and activity. To ensure a multi-agency understanding and involvement in	E	Draft Joint Commissioning Strategy approved at SEND Partnership Board	08/12/2021	
3.6 Consistent and appropriate attendance across all partners at joint strategic commissioning Board	Children's Commissioning Transformation Lead (Steven Larking)	Minutes and agendas from the Joint Strategic Commissioning Group	Clear reporting to Joint Strategic commissioning group and SEND Partnership Board	An engaged and meaningful group for decision making and consideration in regards joint commissioning that has meaningful involvement from all partner agencies.	E	Review attendance and decisions made after 6 months	01/06/2022	
3.7 Public Health to work with early years workforce and parent carers to encourage take up of terrific for twos placements for children with SEND	Consultant in Public Health (Bal Kaur)	Plan in place coproduced with parent carers and Terrific for Twos leads.	Reporting to Send Partnership Board and evidence of parent carer engagement.	Increase In uptake of placements from current baseline Better understanding of barriers to accessing placements	E- with some additional resource from Public Health	Insights and engagement work. Targeted communications on terrific for twos	Sept 2022	

Outcomes

- To better meet children and young people's Special Educational Needs/ Disabilities through an agreed understanding of population level of need and the implementation of a joint commissioning strategic plan
- Joint commissioning activity delivered through the above plan enables the procurement of services that meet needs and provides good value for money, whilst using available resources efficiently
- Children and Young People's needs are assessed and met in a timely and purposeful manner, with health, education and social care needs identified at the earliest point and appropriate support put in place (right support, right time)
- There are clearly defined roles and responsibilities to address the health needs of CYP with special educational needs
- There is a clear, consistent and equitable outcome-based universal, targeted and specialist-level offer for children and young people with SEND
- Families are well informed about available services and provision and know how to access this support. This is reflected in service user feedback

Area for development 4

To eliminate weaknesses in implementing strategically planned co-production at every level when evaluating provision; identifying strengths and weaknesses, and identifying and implementing improvements.

Actions for implementation	Lead Officer	Evidence	Accountability measures	Intended outcome/Impact	Resources (Additional – A) (Existing – E)	Key Milestones	Completion date	Progress
4.1 Work with providers of specialist and universal provision to share the Co-Production Charter and support its implementation into those settings	Co-production and Youth Engagement Manager (Alice Vickers) Voices for Parents (Sarah Baker) WASS (Lucy Harris/ Elaine Westwood)	Settings awarded with co-production charter status Training to be rolled out between March and May 2022 to promote the co-production charter	Updates to SEND Partnership board	To ensure clear 'buy in' of all stakeholders that work and support children and young people with SEN support needs	E	Award settings with #YES Co-Production Charter Status.	May 2022	
4.2 System introduced to ensure that all children are heard and feel included through engagement and participation	Participation Officer (Alison Baggs)	Relevant directorate and heads of service to attend HY5! meetings annually and when items need to be shared to inform planning EHC plans clearly articulate the young person's voice HY5! Directly contribute to the SEND Strategy 'Make Your Mark' to be promoted through special schools	Updates of HY5! priority plan updated through SEND board Minutes of SEND Youth Forums which will be posted through the YO! Website and #YES website Children and young people within Special Schools engage in Make Your Mark voting	Young person voice heard in EHCPs and wider strategic developments	E	Attend provisions and share the opportunities for Children and Young people with SEND Establish a SEND Youth Forum Develop links to SPB to deliver HY5! Priority plan Open Co-production Hub Make Your Mark Elections	Sept 2021 March 2022	
						Make Your Mark Elections	March 2022	
4.3 Develop process to embed wider co-production with parents/carers	Co-production and Youth Engagement Manager (V4P – Sarah Baker)	Parents will be able to input to the Culture of Inclusion via representatives from V4P, V4P will communicate actions with wider parent's support groups	V4P and IASS to monitor attendance and engagement of parent representatives	Engage and support regular wider voices from the parent community	(A)	Recruitment of Parent Participation Officer Parents to attend decision making groups	Jan 2022	

4.4 Procurement of accessible communication tools to assist co-production	Co-production and Youth Engagement Manager (Alice Vickers)	Purchase of a widget accessible tool Purchase of training to support the use of the widget Development of comms plan to promote the tool	Annual monitoring over 3 years in line with contractual obligations	Accessible information and language to enable engagement of families	(A)	Purchase of Widget, an online accessibility tool. Trial of Widget Development of training Communications issued to raise awareness of availability of Widget Roll out of Widget	Jan 2022	
4.5 Include celebrations of co-production within communication plan including recognition of individuals involved.	Co-production and Youth Engagement Manager (Alice Vickers) Communications Manager Paul Brown	Comms plan developed to include raising the profile of co-productions across the city and the promotion of the YO! website	HY5!, V4P SEND Partnership Board and Comms group to monitor the comms plan	To promote the co-production and developments around SEND	(E)	Produce the Comms plan Develop SEND News Letter Deliver and monitor the plan through the Comms group	Jul 2022	
4.6 WIASS Advisory Board and Hi 5 to develop and deliver 'Total Respect Programme' to provide insight for professionals around their experiences	Participation Officer (Alison Baggs)	Target audience/number of CSC staff undertaking this training.	CSCLT to monitor and drive this.	To raise the awareness to professionals of what it is like to have additional needs living in the City of Wolverhampton	(E)	To come up with a new name for the training to reflect the view of children and young people with SEND	Mar 2022	
4.7 Provide support for workforce development in schools and to professionals around co-production and engagement with children and families.	Co-production and Youth Engagement Manager (Alice Vickers)	To train 25 practitioners in the first year	Strategic partnership with Children's services	To raise the profile and share resources with professionals to develop co-production in their establishments	(E)	Training with health and changing our lives to understand what co-production is and isn't	Jun 2022	
4.8 Extend co-production charter engagement sessions at parents/carers forum meeting	Co-production and Youth Engagement Manager (Alice Vickers)	Attend V4P engagement sessions to promote the Charter	Children Families Together Board	Parents/Carers are aware of the charter	(E)	Charter Promoted through V4P groups	Feb 2022	
4.9 Co-production event held with CYP, Families and professionals and relaunch of co-production charter	Deputy Director, Education (Brenda Wile) Voices for Parents (Sarah Baker/Jayne Evans) Designated Medical Officer (Cathy Higgins)	Event planned and scheduled	Voice 4 Parents	Increased of co-productions awareness amongst CYP, Families and professionals	(A)	Funding identified Event Planned Event held	March 2023	
4.10 Lived experience from CYP and Families shared at all SPB Meetings	Voices for Parents (Sarah Baker)	Young people are able to articulate their lived experience into the SEND partnership board	Discussed and recorded through SEND partnership board	Board members are reminded of who they are there for and keep the young person central to the development and	(E)	Voice of children and young people are heard at each partnership board	March 2022	

Co-production and Youth Engagement Manager (Alice Vickers)			monitoring of the strategy				
Outcomes agreed							
<ul style="list-style-type: none"> Genuine collaborative working and co-design with parents, ensuring they are fully included at a strategic level. 							

Draft

Area for development 5

To improve the planning and support of transitions both within statutory school age and from statutory school age to post-19 and post-25.

Actions for implementation	Lead Officer	Evidence	Accountability measures	Intended outcome/Impact	Resources (Additional – A) (Existing – E)	Key Milestones	Completion date	Progress
5.1 Processes to plan, support and share information together throughout transitions, when life changes for children and young people	Head of SEN Early Identification and support (Sarah Reynolds)	Professionals will have access to a transition pathway Reduction in suspension and exclusions in Autumn term of SEN support students Evidence on maintaining mainstream placements for children and young people with SEND	Culture of Inclusion Program monitoring	Professionals will have access to a transition pathway that follows a graduated response from a 'common transition plan' to specialise transition plan arrangements Young people are able to engage meaning in transitions and adulthood	(E)	Process to including the development/role of Multi-agency Transition Forum Resource materials made available to support transition of children and young people receiving SEN support Join regional 'Preparing for adulthood' Meeting Development of year 9 Preparation for Adulthood Tool Amend EHC paperwork to ensure PfA is part of the planning process	Sept 2022	
5.2 At key transition points Connexions will provide IAG through the EHC/annual review process	Lead Practitioner NEET (Niginder Kaur) Connexions Personal Advisor (Vicky O'Connor)	Reviews attended More links with local employers GRS for all year 9 young people with EHCP's completed CPP's completed for all young people at transition points List of NEETs and unknowns provided for follow up	Professional conversation meetings Reduction in SEND NEETs Young people better informed Young people and parents more aware Reduction in number of Unknowns	Parents informed of support they can receive for their son daughter through the transition process Greater partnership working through additional resource. Employers open to employing young people with disabilities Young people becoming aware of preparing for adulthood and the options open to them Young people aware of their vocational pathway and the options open to them Greater knowledge of destinations of young people with additional resource for NEETs	Additional Connexions PA for SEND (additional) Dedicated college PA with SEND experience (E)	Transition at year 11 and post 16 Connexions advocacy stepped up with employers, training providers and supported employment providers to increase awareness and numbers of young people with SEND into training and employment. Year 9 SEND will be supported by connexions to produce 'Getting Ready - Preparing for Adulthood' Year 11 and Post-16 SEND young people will be supported to co-produce a career pathway plan with Connexions Regular up to date data provided by Prospect Services	On-going	

5.8 Review the health processes to ensure that health can contribute to the Team Around the Child and Preparing for Adulthood processes to support transition between settings/services.	Designated Clinical Officer (awaiting appointment)	Health presence into Team around the Child meetings where transitions are planned Preparing for Adulthood Health outcome included in EHCP's	Dip sampling of Health input into EHCP's	Transitions within the statutory school years from primary to secondary, secondary to further education and from further education to post-19 and post-25 will be well planned and implemented. Anxiety will be reduced, and a child's education, progress and development will improve.	SOP (Standard Operating Procedure) in place for Health Professionals	April 2022 SOP to be finalised July 2022 Dip-sampling to be undertaken	September 2022	
5.9 Improve the number of LD health checks and action plans.	Commissioner (Sally Sandel)	Number of LD Annual Health Checks completed with health action plans in place for individuals aged 14-25 Individual's experience of completing the annual health check process and the benefits realised.	An increase from the 2021/22 baseline in the number of Annual Health Checks with health action plans completed for individuals aged 14-25	The variation in health-care provision between paediatric and adult health services will be reduced improving outcomes for young people transitioning into adulthood. This will address concerns of parents and carers whom inspectors spoke with said that, in the case of ASD, families feel that the support offered to their children declines as they transition, so families feel unsupported and alone.	Existing Resources	Baseline Data established for 2021/22. Targeted work with practices to ensure LD registers are up to date and capture individuals with a LD as they turn 14. Targeted work with individuals aged 14-25 on LD registers who have not taken up the offer of an AHC to promote benefits and encourage uptake.	March 2023	
5.10 Ensure preparing for adulthood health outcomes are included in health advice from the earliest stage.	Designated Medical Officer (Cathy Higgins) Designated Clinical Officer (awaiting appointment)	Training for health professionals about PFA outcomes Preparing for Adulthood Health outcomes included in EHCP's	Training records	Young people and their families will feel better prepared for adulthood	DCO – recruitment in progress	Staff training in place September 2022	March 2023	
5.11 SEND Development Lead embedded in Healthy Child programme	Senior Matron, RWT (Jane Lawrence) Consultant in Public Health (Bal Kaur)	Recruitment to additional post within the 0-19 team at RWT	0-19 healthy child teams continue to develop their expertise and knowledge to ensure clear, consistent and equitable outcome-based universal, targeted and specialist-level offer for children and young people with SEND	Improved working across teams and schools to support transition.	Additional resources aligned to the 0-19 Healthy Child programme.	Contribution to development of pathways and improved health outcomes outlined in the WSOA	June 2022	

Outcomes

- Preparation for adulthood from the earliest years is embedded
- Effective planning and support available for robust transition at all stages.
- Reduction in SEND NEETs through more proactive engagement with Connexions.

Draft

Area for development 6

To develop better practices for the sharing of information, including regarding support systems and the local offer.

Actions for implementation	Lead Officer	Evidence	Accountability measures	Intended outcome/Impact	Resources (Additional – A) (Existing – E)	Key Milestones	Completion date	Progress
6.1 Redevelopment of the Local Offer	Co-production and Youth Engagement Manager (Alice Vickers) SEND Support Officer (Lauren Terry) Digital Experience Officer (Chris Nicholls) Head of Service – Inclusion and Empowerment (Helen Bakewell)	Relaunched Local Offer Website	CYP and Parent satisfaction rates	Local Offer content is relevant and refreshed The Local Offer, through co-production with children, young people and families meets the needs of users.	New Platform to host the Local Offer website (A) Recruitment of Local Offer and Communication Officer (A) Digital Experience Team (E)	Develop clear process to ensure Local Offer content is relevant and refreshed Review suitability of current Local Offer platform taking into account that the customers journey should be paramount. Develop Local Offer Service Specification with young people families and providers. Recruitment of Local Offer Development Officer Arrange workshop with HY5, V4P, and Advisory Board to co-design branding for LO. Redevelop the Local Offer and migrate to new platform User testing Launch of new Local Offer website	Jan 2022 November 2021 December 2021 February 2022 February 2022	
6.2 Put in place a rolling programme of inviting local providers and services to update their information. This to be a permanent feature of website management and Local Offer review	Local Offer & Communication Officer (awaiting appointment)	Up to date Local Offer website	Parent/carer feedback	Increased usage	Recruitment of Local Offer and Communication Officer (A)	New LO website user tested and launched Regular programme of updates		
6.3 Raise awareness of the Local Offer	Communications Manager (Paul Brown) Local Offer & Communication Officer (awaiting appointment)	Increased usage of Local Offer Website	Usage statistics Annual Parent/carer survey	Awareness of where to find information and support.	Recruitment of Local Offer and Communication Officer (A)	Develop communication strategy including Blogs/Vlogs, signposting, parent meet parents' area. Webinars, talking heads about the process, parents chat health. Education, health and care professionals to signpost families to WIASS and Local Offer Local Offer Live event to be held	May 2022 Ongoing October 2022	

6.4	Connexions will provide IAG through Local Offer on all options available to young people with SEND.	Lead Practitioner NEET (Niginder Kaur)	Career Pathway Plans completed for all young people with EHCP's at transition points	Reduction in SEND NEETs and young people with EHCP's in provision	Young people will be better informed about the options open to them	Existing officer capacity (E)	Transition points at year 9, 11 and post 16	On-going	
6.5	Sharing of information with SENCOs to help them signpost families	School SEND Improvement Advisor (Anna Vrahimi)	SENCo network meetings scheduled	SENCOs regular updates through meeting notes and newsletters	Upskilled SENCOs with network providing peer support	Existing officer capacity (E)	In place October 2021	October 2021	
6.6	Complaints will be used as an opportunity for learning and development across the local area.	Customer Engagement Manager (Sarah Campbell)	Regular training schedule in place	Fewer repeat complaints	Complaints will be used as an opportunity for learning and development across the local area.	Existing officer capacity (E)	Training schedule in place April 2022	April 2022	

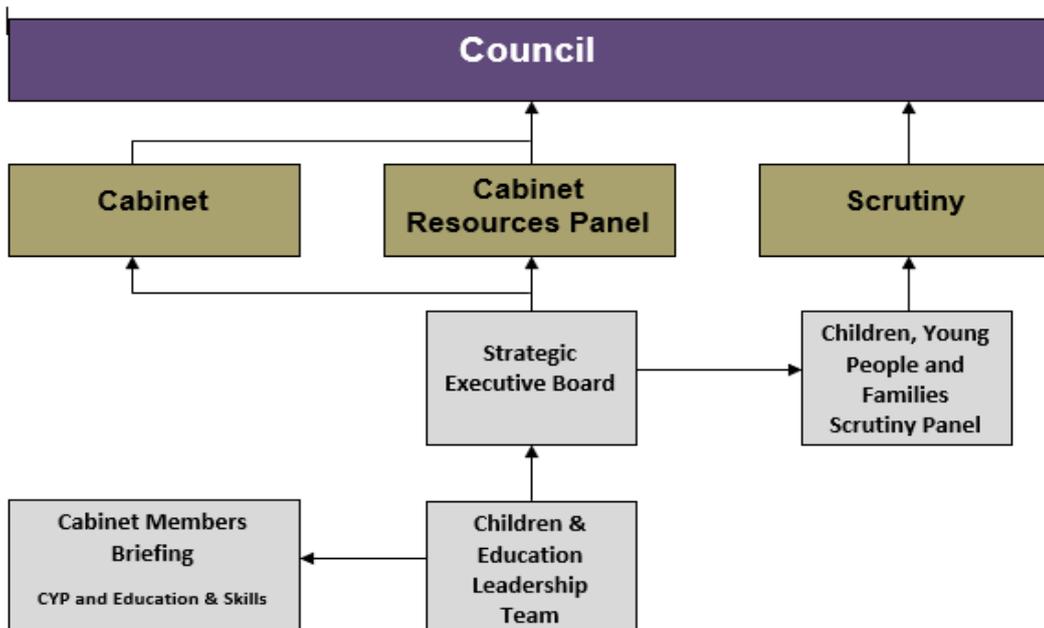
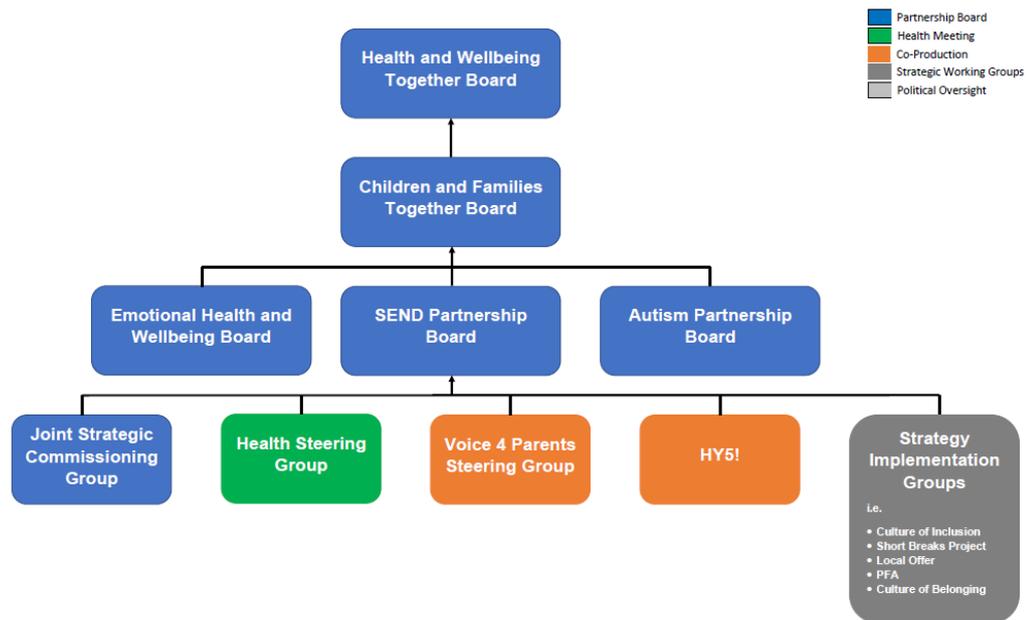
Outcomes

- Families are aware of where to find information and support
- Develop and launch approved Local Offer which is easily accessible and negotiable for all.
- Local Offer is regularly updated
- Co-produced Local Offer.
- Consistent and updated Local Offer in place.
- To make it a visually exciting, inviting and engaging website.
- The Local Offer will perform the function of a one stop shop.
- The 'tell it once' approach will be adopted and embedded across all services.

Section 5 – Local Area Monitoring Arrangements and Governance

The SEND Partnership Board provides the governance structure and strategic oversight of the implementation of the Written Statement of Action.

SEND Partnership Board Governance Structure



SEND Reporting Structure



The [SEND Strategy \(2020 – 2023\)](#) which sets out the vision for the local area, the key priorities and the actions required to improve services, support and provision for children and young people with SEND (and their families) in Wolverhampton

DRY