

Portfolio Holder Decisions/Leader Decisions

Addendum

Date: Friday 25 November 2022

Time: 12.00 pm

Membership

Councillor Kam Kaur

Items on the agenda: -

- 1. SEND and Inclusion Home to School Transport** 3 - 18
 - i. Appendix 1: Public Consultation on the Warwickshire County Council Special Educational Needs & Disabilities (SEND) Home to School Transport Service 2022
 - ii. DRAFT Warwickshire County Council Equality Impact Assessment (EIA) Form (SEND Home to School Transport Service)

- 2. SEND and Inclusion Service Reviews** 19 - 42
 - i. Appendix 1: Public Consultation on the Warwickshire County Council SEND & Inclusion Service Offer
 - ii. DRAFT Warwickshire County Council Equality Impact Assessment (EIA) Form (SEND & Inclusion Support Services)

Monica Fogarty
Chief Executive
Warwickshire County Council
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APPENDIX A

DRAFT

Public Consultation on the Warwickshire County Council Special Educational Needs & Disabilities (SEND) Home to School Transport Service 2022

3rd December 2022 – 26th February 2022

Version: 3.2

Date Issue: 17/11/2012

Author / Team: Duane Chappell

Protective Marking: Internal

Public Consultation on Warwickshire County Council's Special Educational Needs & Disabilities (SEND) Home to School Transport

Welcome

Thank you for your interest in the public consultation on changes to the County Council's Special Educational Needs and Disabilities (SEND) Home to School Transport Service.

What is this consultation about?

This consultation seeks to gather views on changes that the County Council is proposing to make to the SEND Home to School Transport Service.

There are three main changes being consulted on:

- Better planned transport for children and young people through a simplified application process for parents/carers;
- A new assessment framework which would be used to determine the most appropriate method of transport based on children and young people's special educational needs and/ or disability;
- Clarification to the wording in the Home to School and College Transport Policy, specifically for young people aged 19 and over, to make this clearer and easier to understand.

We would like you to share your views on these proposals to help improve the way the County Council provides SEND Home to School Transport for children and young people with SEND in Warwickshire. Responses are invited from a range of partners and stakeholders to include parents and carers, learners, WCC colleagues, health and social care professionals, schools, colleges, parent and carer groups and transport providers.

The consultation will inform the new application and assessment process for Home to School Transport for children and young people with SEND in Warwickshire. If approved, the changes would take effect for the 2023-24 academic year onwards.

The consultation will run from 3 December 2022 to 26 February 2023.

Why are we consulting?

The Council is working to provide children and young people with Special

Educational Needs and Disabilities (SEND) the best service experience they can.

Our vision for learners with SEND is that:

“All our children and young people have the right to lead a fulfilling life and to be part of their community. We want our learners with SEND to feel fully included in their local schools, wherever appropriate, by giving schools the resources and skills to meet their special educational needs.”

The Council is consulting for three reasons:

- To seek views on the proposals prior to a decision being made on any changes to current services.
- To provide clarity on what the local service offer of the Council is for children and young people with SEND
- To ensure transparency to any proposed changes to the local service offer

In 2021 an external review of the SEND Home to School transport service. This was done with Warwickshire County Council staff, residents, Warwickshire Parent Carer Voice and Transport Providers in the county. The review considered how, as a local authority, Warwickshire County Council could make it easier for parents / carers to apply for transport, how applications are assessed, what options are available, and how the authority can work with parents and carers, transport providers, schools and education settings and other stakeholders to improve the service. It was recognised that Warwickshire County Council could improve the Home to School Transport Service.

In developing the three proposals that are being consulted on we have engaged with a range of people to understand the factors impacting change, These have included:

Who	How	When
Parents/ Carers	<ol style="list-style-type: none"> 1. Virtual Engagement Sessions 2. Surveys with Parents/ Carers 3. Workshop with Parents/ Carers 4. Needs Assessment Framework/ Matrix Testing 	<ol style="list-style-type: none"> 1. March 2022 - May 2022 2. March 2022 3. June 2022 4. November 2022
Warwickshire Parent Carer Voice	<ol style="list-style-type: none"> 5. Virtual Engagement Session with Warwickshire Parent Carer Voice 	<ol style="list-style-type: none"> 5. November 2022
Children and Young People	<ol style="list-style-type: none"> 6. Face to Face Workshops with Children and Young people 	<ol style="list-style-type: none"> 6. April 2022
Schools/ Settings	<ol style="list-style-type: none"> 7. Online Survey with Schools/ Settings 	<ol style="list-style-type: none"> 7. March 2022
Internal Staff	<ol style="list-style-type: none"> 8. Virtual Engagement Sessions with Staff 	<ol style="list-style-type: none"> 8. March 2022
External transport providers	<ol style="list-style-type: none"> 9. Virtual Engagement Sessions with Transport Providers 	<ol style="list-style-type: none"> 9. May 2022

	10. Online Survey with Transport Providers	10. March 2022
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Please note that an Equalities Impact Assessment has been prepared and is available for you to review.

We would like to know whether you think the proposals would create any equalities or other impacts, and if so, what these might be and how you think they would affect you or other people. We would also like you to tell us if you have any ideas on how we could overcome or reduce these impacts.

The Equalities Impact Assessment will be updated after the consultation taking account of the feedback we receive.

What areas of the Home to School Transport Service are we consulting on?

The following pages will set out the proposed changes to the SEND Home to School Transport Service which includes three elements:

1. A new method of assessing the needs of children and young people applying for Home to School Transport
2. Changes to the application process for Home to School Transport
3. The wording of the section of the Home to School Transport Policy relating to young people aged 19 and over

1. Better planning through a simplified application process

Under the current arrangements, parents/carers must apply if they would like their child to be considered for Home to School Transport. This application is done separately to a child's school application and can be time-consuming for parents/carers to complete. Due to the timing of the application, which is not submitted until after a child's school place has been offered, it does not allow for the SEN Home to school transport team enough time to plan the transport network and provision for young people. It also means that parents/carers can be left waiting to receive confirmation of their child's transport arrangements and they then have limited time to make preparations for the start of the school year.

The proposed new application process removes the need for parent/carers to make a separate application for transport. Instead, they would be asked to indicate whether they wish their child to be considered for Home to School Transport when they apply for their child's school place. A simple 'Yes/No' tick box on the school application form would help to inform the County Council that they wish their child to be assessed for Home to School Transport.

Parent/carers would have a second opportunity to apply once the school placement has been confirmed by responding to the placement confirmation email.

A simplified application form would be available on the County Council website all year round for any parents/carers who have not applied at either of the points mentioned above. ([Application process leaflet – see for detail](#))

2. Menu of options for transport through adopting a Needs Assessment Matrix and Framework (NAMF)

The Needs Assessment Matrix and Framework (NAMF) is a tool that has been designed to help identify potential travel options for a child or young person, based on their level of special educational need and/or disability.

The County Council is proposing to use the NAMF to carry out individual assessments at the time an application for Home to School Transport is made, including a change to the setting.

The introduction of this tool would set out travel options based on the child or young person's special educational needs and/or disability. This can include options such as independent travel training and direct travel payments. Warwickshire County Council is consulting on whether or not the tool should be used or not. The content within the tool, if approved, will change over its lifecycle and is not specifically being consulted upon. ([NAFM Leaflet – See for Detail](#))

3. Clarifications to the policy

The Home to School and College Transport Policy has been identified as requiring clarifications, specifically in relation to passenger assistants and young people who are 19+. Warwickshire County Council have identified the current policy is not clear or well structured, therefore new wording is being proposed. Warwickshire wishes to consult on the clarifications outlined in the Policy Leaflet attached ([Policy Leaflet - See for Detail](#))

Supporting Information

The following documents are available on www.warwickshire.gov.uk/ask to help you understand the proposals in more detail and to inform any response you wish to make:

- [Easy-read version of consultation](#)
- [Consultation information leaflet](#)
- [Equality Impact Assessment](#)

- [FAQs](#)
- [Home to School Transport Policy 2020](#)
- [SEND Code of Practice, DfE 2015](#)

How can I take part in the consultation?

The main way to feedback is an online questionnaire that can be accessed from Warwickshire County Council's online consultation hub www.warwickshire.gov.uk/ask.

The questionnaire is anonymous and does not ask for any personal information.

If you require a paper copy of the questionnaire or an alternative format please contact us by phone or email (see below for contact details).

If you would like to respond to this consultation in writing you can do this by emailing sendchange@warwickshire.gov.uk or sending your written response to Warwickshire SEND & Inclusion Services, Shire Hall, Warwick, CV34 4SP.

[A Home to School Transport consultation leaflet will be circulated to all educational settings and they will be encouraged to make this leaflet available to parents and learners. This leaflet and all other supporting documents are also available online at \[www.warwickshire.gov.uk/ask\]\(http://www.warwickshire.gov.uk/ask\).](#)

Schools and other educational settings will be consulted through informal and formal meetings and events.

There will also be drop-in events at the following times:

Virtual:

In-person:

{to be added}

Contact Details

For further information on this consultation please contact:

Email: sendchange@warwickshire.gov.uk

Tel: 01926 745105

Closing date

The consultation will close at 5pm on 26 February 2023.

What will happen after the consultation?

Following the consultation all feedback will be analysed and will be used to inform any changes made to the Home to School Transport assessment and application process, and any changes of wording in the Home to School and College Transport Policy document.

If approved, the changes will be in place for the 2023/24 academic year onwards.

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DRAFT: Warwickshire County Council Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications from different angles. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team on 01926 412370 or equalities@warwickshire.gov.uk

Service / policy / strategy / practice / plan being assessed	SEN Home to School Transport Service
Business Unit / Service Area	Transport SEND and Inclusion
Is this a new or existing service / policy / strategy / practice / plan? If an existing service / policy / strategy / practice / plan please state date of last assessment	Existing service – unknown last review
EIA Review team – list of members	<ul style="list-style-type: none"> • Max Beesley • Rachel Barnes • Kevin Painting • Ruth Waterman • Tony Palmer • Duane Chappell
Do any other Business Units / Service Areas need to be included?	No

Does this EIA contain personal and / or sensitive information?	No
Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?	Yes – Potential changes to services received by Children and Young People with Special Education Needs.

1. Please explain the background to your proposed activity and the reasons for it.

Following a review of the Special Educational Needs Home to School Transport service research discovered the following:

- Over the last three years (2019/20 to 2021/22) the SEND Home to School Transport (H2ST) budget has increased by c.£3m. Despite this increase in budget, each year the Council has overspent on SEND H2ST services. In 2021/22, the Council are forecasting a c.£0.47m overspend.
- The pressure on the service continues to increase due to a rising demand for transport service. Consistently across the three years, taxis are the highest spend category, with spend increasing by 20% from 2017/18 to 2018/19 and 10% from 2018/19 to 2019/20.
- The current service is disjointed, siloed and whilst a number of processes are established, the appropriate planning, controls, governance and monitoring frameworks are not in place. As a result, the current service is largely reactive with sub-optimal demand and contract management functions. In addition, there are insufficient resources in place to support effective contract management, compliance and assurance.
- Whilst the concept of demand management is understood, there is no strategic approach to managing demand, understanding need and ensuring there is sufficient capacity in the market.
- Data insights and intelligence, including forecasts of potential demand pressures are not currently shared across the Council teams. As a result, the opportunities to influence demand are not being maximised and there is a limited focus on promoting independence.
- The concept and importance of outcome-based commissioning and the interface between the market is understood. However, due to capacity constraints, the approach to commissioning is more reactive and opportunities to proactively shape the market are not maximised. This, coupled with a lack of robust processes, controls and evidence-based approach to decision making, results in the Council effectively being in a sellers' market.

2. Please outline your proposed activity including a summary of the main actions.

In order to mitigate the issues outlined in section one, Warwickshire looked to improve on the following key areas:

- **Applications, assessments & Reviews**
 - Review of how transport applications are currently processed
 - Review of travel menu (what options customers are eligible for)
 - Review of Needs Assessment Framework (Review of eligibility criteria)
 - Annual Reviews of children and young people's eligibility
- **Independent Travel Training**
 - Review and Redesign of new service that provides training for children and young people (promoting preparation for adulthood)
- **Strategic & Operational Commissioning**
 - Review of Decision-making processes with the Service
 - Establishing Decision making forums across the pathway
 - Establishing KPIs and Performance Management Frameworks
- **Contract Management**
 - Completing a network review of all Transport Providers
 - Review of Contract Management, Compliance and Assurance processes
 - Defining KPIs and RAG ratings to review providers performance
- **IT and Digital**
 - Investigation for potential app for children/ young people, parent carers and providers
- **Data and Performance**
 - Review of Data across the pathway
 - Identify and mitigate data apps to enable service to track performance and Increase decision making

3. Who is this going to impact and how? (customers, service users, public and staff)

It is good practice to seek the views of your stakeholders and for these to influence your proposed activity. Please list anything you have already found out. If you still need to talk to stakeholders, include this as an 'action' at the end of your EIA. **Note that in some cases, there is a duty to consult, see [more](#).**

Customers	Members of the Public	Employees	Job Applicants
Yes Families, parents, carers, children and young people (0-25) of Warwickshire with SEN Support and Educational Health Care Plans	Yes Future families, parents, carers, children and young people (0-25) of Warwickshire with SEN	Yes Employees within SEND and Inclusion	Not applicable for this programme
Other, please specify:	Schools and settings providing services to children and young people with SEND		

4. Please analyse the potential impact of your proposed activity against the protected characteristics.

	What information do you have? What information do you still need to get?	Positive impacts	Negative impacts
Age	Some information from Ernst & Young report 2021 on views of children, young people and parent carers. More detailed feedback needed from children, young people, parent carers and staff on current service and potential changes (via online surveys and workshops)	<ul style="list-style-type: none"> • Correct Preparation for Adulthood • Correct provision received based on needs • Providers managed more effectively resulting in a better service 	<ul style="list-style-type: none"> • Change in environment (Transport) • Decrease in support (Personal Assistants on transport)
Disability Consider <ul style="list-style-type: none"> • Physical disabilities • Sensory impairments • Neurodiverse conditions (e.g. dyslexia) • Mental health conditions (e.g. depression) • Medical conditions (e.g. diabetes) 	Some information from Ernst & Young report 2021 on views of children, young people and parent carers. More detailed feedback needed from children, young people, parent carers and staff on current service and potential changes (via online surveys and workshops)	<ul style="list-style-type: none"> • Correct Preparation for Adulthood • Correct provision received based on needs • Providers managed more effectively resulting in a better service 	<ul style="list-style-type: none"> • Change in environment (Transport) • Decrease in support (Personal Assistants on transport)
Gender Reassignment		N/A	N/A
Marriage and Civil Partnership		N/A	N/A
Pregnancy and Maternity		N/A	N/A

Race	Specific engagement with Black and Minority Ethnic Communities	<ul style="list-style-type: none"> • Correct Preparation for Adulthood • Correct provision received based on needs • Providers managed more effectively resulting in a better service 	<ul style="list-style-type: none"> • Change in environment (Transport) • Decrease in support (Personal Assistants on transport) • Inadvertently excluding minority communities and therefore not meeting their needs.
Religion or Belief		N/A	N/A
Sex		N/A	N/A
Sexual Orientation		N/A	N/A

5. What could the impact of your proposed activity be on other vulnerable groups e.g. deprivation, looked after children, carers.

<ol style="list-style-type: none"> 1. A new method of assessing the needs of children and young people applying for Home to School Transport 2. Changes to the application process for Home to School Transport 3. The wording of the section of the Home to School Transport Policy relating to young people aged 19 and over <p>These changes will result in:</p> <ol style="list-style-type: none"> 4. Better planned transport for children and young people through a simplified application process for parents/carers; 5. A new assessment framework which would be used to determine the most appropriate method of transport based on children and young people's special educational needs and/ or disability; 6. Clarification to the wording in the Home to School and College Transport Policy, specifically for young people aged 19 and over, to make this clearer and easier to understand.

6. **How does / could your proposed activity fulfil the three aims of PSED, giving due regard to:**

- the elimination of discrimination, harassment and victimisation
- creating equality of opportunity between those who share a protected characteristic and those who do not
- fostering good relationships between those who share a protected characteristic and those who do not

- **the elimination of discrimination, harassment and victimization** – All children/young people will receive provision based on their needs with consistent decision-making frameworks to allow for consistency
- **creating equality of opportunity between those who share a protected characteristic and those who do not** – children will be able to access transport and increase their preparation for afterschool and adulthood
- **fostering good relationships between those who share a protected characteristic and those who do not** – parent carers and children/young people will be consulted across the projects deliverables if they are impacted by the changes

7. **Actions – what do you need to do next?**

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts for protected groups
- Whether you could do more to fulfil the aims of PSED
- Anything else you can think of!

Who	How	When
Parents/ Carers	<ol style="list-style-type: none"> 1. Virtual Engagement Sessions 2. Surveys with Parents/ Carers 3. Workshop with Parents/ Carers 4. Needs Assessment Framework/ Matrix Testing 	<ol style="list-style-type: none"> 1. March 2022 - May 2022 2. March 2022 3. June 2022 4. November 2022
Warwickshire Parent Carer Voice	5. Virtual Engagement Session with Warwickshire Parent Carer Voice	5. November 2022
Children and Young People	6. Face to Face Workshops with Children and Young people	6. April 2022
Schools/ Settings	7. Online Survey with Schools/ Settings	7. March 2022
Internal Staff	8. Virtual Engagement Sessions with Staff	8. March 2022

8. Sign off.

Name of person completing EIA	
Name and signature of Assistant Director	
Date	
Date of next review and name of person responsible	

APPENDIX A

DRAFT

Public Consultation on the Warwickshire County Council SEND & Inclusion Service Offer

3rd December 2022 – 26th February 2023

Version: 0.4

Date Issue: 17/11/2022

Author / Team: Ross Caws

Protective Marking: Internal

Public Consultation on the Warwickshire County Council SEND & Inclusion Service Offer

Introduction

Warwickshire County Council is working to provide children and young people with Special Educational Needs and Disabilities (SEND) the best service experience they can. As part of the wider consideration of service we are looking at proposed changes to the SEND & Inclusion Service Offer.

We need views from as wide a range of people as possible including those who have experience of using the service.

Please read this document all the way through before sharing your views.

What is this consultation about?

This consultation seeks to clarify what the County Council offer of services is for children and young people with Special Educational Needs & Disabilities (SEND). The consultation focusses only on education services.

Our vision for learners with SEND is: *that all our children and young people have the right to lead a fulfilling life and to be part of their community. We want our learners with SEND to feel fully included in their local schools, wherever appropriate, by giving schools the resources and skills to meet their special educational needs.*

What Warwickshire County Council provides through its own staff are an important part of ensuring that Warwickshire can deliver this vision. The Council is proposing changes to its current 'core offer' of services.

In most circumstances, the County Council acts as an enabling service, training and advising early years settings, schools and colleges on how to support children and young people with SEND.

In some circumstances, the County Council is responsible for the direct delivery of the service.

There are some things that the Council **must** do. These are statutory and legal requirements. This will be referred to as the **Statutory Offer**.

There are some things that the Council **should** do. These are not legally required but are worthwhile activities to ensure the system of support for children and young

people with SEND works well. This will be referred to as the **Core Offer**.

In providing a Core Offer the County Council is seeking to:

- Ensure that County Council services are placing the child and their family at the centre of our approach (as set out in the Children and Families Strategy)
- Provide a contribution to the 'graduated response' from schools and settings to deliver early intervention for children without EHC plans to build capacity
- Ensure the best outcomes are achieved from the resources we currently have
- Ensure that our services operate across all ages 0-25

Finally, there are things that the Council **could** provide if other agencies (such as schools) wish to pay for them. This will be referred to as the **Traded Offer**.

The County Council is not seeking to stop or reduce any current SEND & Inclusion Services.

We would like you to help us shape our service offer by providing your views on the County Council's proposals. Responses are invited from a range of partners and stakeholders to include parents and learners, WCC colleagues, health and social care professionals, schools, colleges, early years providers and parent and carer groups.

Please note that an Equalities Impact Assessment has been prepared and is available for you to review.

We would like to know whether you think the proposals will create any equalities or other impacts, and if so, what these might be and how you think they will affect you or other people. We would also like you to tell us if you have any ideas on how we could overcome or reduce these impacts.

The Equalities Impact Assessment will be updated after the consultation taking account of the feedback we receive.

The consultation will inform the final decision about the service offer for children and young people with SEND. If approved the new service offer will be implemented from 1st September 2023.

The consultation will run from 3rd December 2022 to 26th February 2023.

Why is Warwickshire County Council consulting?

The Council is consulting for three reasons:

- To seek views on the proposals prior to a decision being made on any changes to current services.
- To provide clarity on what the local service offer of the Council is for children and young people with SEND
- To ensure transparency to any proposed changes to the local service offer

The Council carried out external service reviews and has engaged with a range of partners prior to this consultation including education leaders, Councillors, Warwickshire Parent Carer Voice, Impact (young people's group) and its own staff.

The County Council is not seeking to stop or reduce any current SEND & Inclusion Services.

What is not included in this consultation?

It is important to be clear about the scope of this consultation. The following matters are **not** part of the consultation:

- *Changes on transport arrangements for children and young people with SEND* – this forms part of a separate consultation which is running at the same time
- *The service offer of social care and health services* – social care and health colleagues are managed separately
- *Funding for SEND & Inclusion Services* – There are separate processes for budgetary decisions. It should be made clear that the Council is not seeking to reduce funding for SEND & Inclusion Services at this time but make better use of what the funding that is allocated.
- *The structure of SEND & Inclusion Service* – The Council will use internal processes to ensure the appropriate structures and workforce are in place to support the Service Offer. This consultation focusses on 'what' the Council will do rather than 'how' the Council will deliver it (although information will be shared for context).
- *The SEND & Inclusion Strategy* – The Council has been working to the Warwickshire SEND & Inclusion Strategy which went out to public consultation in 2018 and agreed for the period 2019-2023. This will be reviewed and updated through public consultation at a later date.

The Service Offer

The following pages will set out the proposed and existing County Council SEND and Inclusion Service Offer made up of the statutory offer, the core offer and the traded offer.

The Statutory Offer

The Council Send & Inclusion Services provide the following services as part of the statutory obligations required by law and is not seeking to make any changes to these services:

1. Securing sufficient childcare for families with children with SEND
2. Administration of the process of assessment, issuing and reviewing of Education, Health and Care (EHC) plans
3. An assessment by an educational psychologist for every EHC needs assessment
4. Delivery of education for children unable to attend school due to medical needs
5. Specialist assessment and advice for sensory impairment (Teachers of the Deaf and Qualified Teachers for Visual Impairment and Qualified Teachers of Multi-Sensory Impairment)
6. Responsibilities for children who are electively home educated with SEND
7. Responsibilities for children missing in education
8. Responsibilities for ensuring provision and support for children permanently excluded from school (including provision from the 6th day)
9. The commissioning of an independent, advice and guidance service (SENDIAS)
10. The commissioning of mediation services

These obligations are imposed on the County Council by virtue of the Education Act 1996, Education Act 2002, Childcare Act 2006 and Children and Families Act 2014, and associated regulations.

Please note, as the statutory offer are statutory obligations on the County Council we are not consulting on these services.

The Core Offer

Warwickshire County Council Send & Inclusion Services proposes to provide the following services as part of the core offer to ensure best practice in the local system supporting children and young people with SEND. These are 'paid-for' services that schools will not be charged for. Schools are expected to deliver a 'graduated approach' in identifying and responding to special educational needs and disabilities. The core offer is, in effect, a County Council contribution to delivering the graduated approach in schools. The core offer is set out below, with proposals for new activity as well as clarification of existing activity. The County Council is not seeking to stop or reduce any current SEND & Inclusion Services.

For more information on the graduated approach please visit

<https://www.warwickshire.gov.uk/send-inclusion-guidance/introduction-send-inclusion-guidance/3>

New proposals

Activity	Why is this important?
<p>1. Increased educational psychologists' sessions paid for by the County Council to early years settings, schools and colleges* to ensure we provide the right support at the right time</p> <p><small>* All maintained schools, academies and free schools in Warwickshire as well as early years PVI settings and all further education colleges in Warwickshire</small></p>	<p>Involvement of an educational psychologist (EP) at the right time is key to early identification and intervention. Usually this works well, but sometimes an EP is not involved at the right time either because the school has used its funding or because the capacity of the EP is already committed. By ensuring that every school and college has paid-for time from a Warwickshire EP to complement time bought in by the school or college, we can overcome these barriers. Our Inclusion Framework project has shown how this can work well and help mainstream schools meet children's needs early and avoid a crisis.</p>
<p>2. An Annual Planning Conversation with each school and college offered in the autumn term led by the educational psychologist to plan SEND priorities for the year, with a review in the summer term</p>	<p>We need to make sure that the priorities of our schools and our services are aligned. By planning together for the school year ahead, schools and Council services will be able to work collaboratively to make the best use of their combined resources to support children and young people with SEND.</p>
<p>3. A SEND Audit of each school and college's SEND</p>	<p>This will help ensure our children and young people, particularly at SEN Support level, are</p>

<p>provision offered at least every three years to identify particular areas of good practice and areas for improvement through a combination of self and external evaluation</p>	<p>supported appropriately with the resources allocated to every school. Many schools have benefitted from SEND Audits which focus on the use of resources and best practice. However, currently these are only used when a school goes into financial deficit. Collectively, schools have £57m of SEN notional funding in Warwickshire. A rolling programme of audit and recommendations, as part of self-evaluation, should reinforce best of resources and best practice before significant financial or practice issues emerge.</p>
<p>4. Extend the offer of paid-for services for young people up to 25* for those with active EHC plans (specifically sensory services for Hearing Impairment, Visual Impairment, Multi-Sensory Impairment and Physical Disability)</p> <p>*This includes the full academic year in which the young person turns 25 years of age</p>	<p>Currently our paid-for services stop when the child stops attending school. In establishing a 0-25 service offer, we will broaden the scope of the paid-for services to include support for those with EHC plans attending our colleges.</p>
<p>5. Transition support into Reception Year for those with SEND</p>	<p>The transition into school is important to families of children with SEND. To ensure children with SEND get the best start the County Council will support early years settings and schools with transition through guidance and advice.</p>
<p>6. Training in SEND & Inclusion for Early Career Teachers (ECT)</p>	<p>Quality First Teaching is the foundation of supporting children with SEND, yet we know there is very little training on SEND and Inclusion for new teachers. By providing this training for new teachers the Council can improve awareness of SEND and signpost to future training opportunities.</p>

Existing and proposed to continue

Activity	Why is this important?
<p>7. Coordination of support to schools to prevent exclusion and manage behaviour (eg.</p>	<p>Prevention is better than cure. The County Council will continue to invest in working with schools to prevent permanent exclusions and deliver best practice in</p>

Significant Adults)	managing behaviour.
8. Developing and commissioning alternative education provision for children in exceptional circumstances or as part of a plan to reintegrate to school	In some circumstances an alternative form of education is of benefit to the child or young person. Government guidance sets out that this should be short term, planned and appropriately monitored. The County Council will continue to work with alternative education providers to ensure a robust and appropriate offer is available.
9. Support for children and families when a critical incident is declared	Sadly, there are times when events occur that require emergency measures. Our educational psychologists provide emergency support for these critical incidents.
10. A core offer of training and capacity building available to all early years settings, schools and colleges (currently Autism Education Trust training, Mental Health First Aid, Youth Mental Health Awareness, Restorative Practice) to be reviewed each year	Training the education workforce in SEND is one of the best ways to ensure a child with SEN is supported. Significant work is taking place on the training offer for schools. Whilst most will be traded, the County Council is committed to a core offer of training to skill up the education workforce on best practice in SEND and Inclusion. The current offer is listed. But this will be reviewed annually. Expansion of this training programme is being considered.
11. Support to prevent a child's 'placement breakdown' in a school and planned reintegration into school	The County Council deploy 'mentors' to support children who have been out of school for a significant time due to their medical needs back into school to ensure a successful and planned transition.
12. Support schools to arrange exam entries for children with medical needs	Ensuring Year 11 pupils with medical needs can still take exams is important to fulfil their potential.
13. Delivery of a 'Portage' service to support families with children with SEND in early years	Portage is a home-visiting educational service for pre-school children with SEND and their families.
14. Paid-for observation, assessment, review and advice for children with physical disabilities in early years settings and mainstream school by a specialist teacher	The County Council currently provides paid-for specialist teacher support for high needs affecting a relatively small number of children attending mainstream schools with complex needs, hearing impairment, visual impairment and multi-sensory impairment. The feedback on this existing part of the core offer is positive.
15. Coordination of SENCO networks	Every school has a SEND Coordinator (SENCO). The facilitation of networks allows SENCOs to share best practice with each

	other.
16. Deployment of Inclusion Mentors to build capacity in schools to support individual children and transitions	The Council deploy 'inclusion mentors' to build capacity in mainstream schools where schools have identified that they need urgent support. This has proved effective in building capacity in schools to support children with SEND.
17. Support for schools to meet the needs of children from Gypsy & Roma Traveller families and for children with English as an Additional Language (EAL)	The Council's Ethnic Minority and Traveller Achievement Service (EMTAS) provides support to schools for children from Gypsy & Roma Traveller communities or who require support due to English being an additional language.

The Traded Offer

The Council Send & Inclusion Services propose to provide the following services as part of the traded offer to assist schools and other agencies in delivering their responsibilities:

Activity	Why is this important?
1. Observation, assessment, review and advice from educational psychologists and specialist teachers to support a graduated approach to meeting needs	Schools and colleges are expected to deliver a 'graduated response' to needs using SEND notional funding (funding that all schools receive as part of their budget) and the involvement of external professionals. The County Council can support schools to deliver this by providing high quality educational psychology and specialist teacher support through a traded model
2. Training courses not included within the core offer	Whilst the County Council proposes to provide a paid-for offer of training, schools are likely to identify other training needs particular to their own school, which can be bought from the County Council.
3. Pre-Ofsted checks and post-Ofsted action planning for schools and other education settings	The County Council can support schools before and after inspection to ensure best practice is in place.
4. Interim SENCO Support	If a school is unable to recruit a SENCO, the County Council can provide interim support for a school.
5. Any other bespoke offer developed in response to the needs of schools and other stakeholders	The County Council will continue to work with schools, colleges and other stakeholders to offer traded services to deliver their responsibilities in relation to SEND & Inclusion.

How will this be paid for?

Funding for the SEND & Inclusion service is set from three sources:

- Central government through the Dedicated Schools Grant. One part of that grant, the High Needs Block, is managed by the local authority for the purpose of educating children and young people with SEND.
- Some functions, such as the administration of Education, Health and Care (EHC), plans, can only be funded directly by local Councils (eg. through Council tax).
- Traded services are bought in by other agencies, primarily, schools, using funding allocated to them (eg. Approximately £57m is allocated directly to schools in Warwickshire through SEN notional funding).

The Service Offer proposed above is based upon use of existing funding allocations from central government and the local authority and assumptions regarding the viability of traded services. In particular, it should be noted that some services have been carrying a number of vacancies which are now to be filled to deliver the full Service Offer.

In addition to this, the County Council plans to restructure services to the right skill mix of staff is in place to deliver the service offer described above, providing value for money.

For information only: Service structures and organisation

The County Council will deliver change to its service structures through internal, rather than public, processes. This is only right and proper as it will affect our staff. However, it is helpful for the public to know current thinking regarding how the Council would like SEND and Inclusion Services to operate in the future.

The Warwickshire Children and Families Strategy sets out a principle that services should be organised with the child and family at the centre (see graphic) and universal services such as schools as the first point of contact. SEND services are located in the outer circle.



The Council is exploring changing the current organisation of services into:

- One SEND & Inclusion service including the different specialisms of educational psychology, specialist teachers and other SEND practitioners
- Organised into area managements and teams which will allow for closer working with schools
- Promoting collaborative working as the standard way of operating

Any changes to the staffing structure and organisation of SEND & Inclusion services in the County Council will only take place once the service offer is confirmed after this public consultation. It is intended that any structural changes should be in place by September 2023.

Supporting Information

The following documents are available on www.warwickshire.gov.uk/ask

- [Easy-read version of consultation](#)
- [Equality Impact Assessment](#)
- [FAQs](#)
- [Warwickshire SEND & Inclusion Strategy 2019-2023](#)
- [SEND Code of Practice, DfE 2015](#)

How can I take part in the consultation?

The main way to feedback is an online questionnaire that can be accessed from Warwickshire County Council's online consultation hub www.warwickshire.gov.uk/ask.

The questionnaire is anonymous and does not ask for any personal information.

If you require a paper copy of the questionnaire or an alternative format please contact us by phone or email (see below for contact details).

Schools and other educational settings will be consulted through informal and formal meetings and events.

There will also be drop-in events at the following times:

{to be added}

If you would like to respond to this consultation in writing you can do this by emailing sendchange@warwickshire.gov.uk or sending your written response to Warwickshire SEND & Inclusion Services, Shire Hall, Warwick, CV34 4SP.

Contact Details

For further information on this consultation please contact:

Email: sendchange@warwickshire.gov.uk

Tel: 01926 745105

Closing date

The consultation will close at 5pm on 26th February 2023.

What will happen after the consultation?

Following the consultation all feedback will be analysed and will inform the final decision about the service offer, to be made by Warwickshire County Council Cabinet.

If approved, the SEND & Inclusion Service Offer will be in place for 1st September 2023.

DRAFT: Warwickshire County Council Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team on 01926 412370 or equalities@warwickshire.gov.uk

Service / policy / strategy / practice / plan being assessed	SEND & Inclusion Support Services
Business Unit / Service Area	SEND & Inclusion
Is this a new or existing service / policy / strategy / practice / plan? If an existing service / policy / strategy / practice / plan please state date of last assessment	Existing service – last reviewed as part of the FOM
EIA Review team – list of members	Duane Chappell, Ross Caws, Linsey Edgeller, Morgan Howell, Tony Palmer Date of this review: October 2022
Do any other Business Units / Service Areas need to be included?	Education Services
Does this EIA contain personal and / or sensitive information?	Yes

<p>Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?</p>	<p>If yes please let your Assistant Director and the Customer Relations Team know as soon as possible</p> <p>Yes</p>
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1. Please explain the background to your proposed activity and the reasons for it.

This project is part of the DSG Recovery Plan seeking to address the current structural deficit in the High Needs Block:

- Significant increases in the demand for services and an increase in caseload of teams in the last five years
- Financial disincentives in the system regarding traded, statutory, cost recovery and de-delegated services
- Increased use and costs of alternative provision (Flex Learning)
- Missed income by post 16 learners with EHC plans not being on a school or college roll (Flex Learning)
-

2. Please outline your proposed activity including a summary of the main actions.

The following are being proposed:

- To design a new offer of service for SEND & Inclusion fit for formal Public Consultation
- To review the As Is and To Be Future Operating model for SEND & Inclusion to implement the new Service Offer
- To implement the new Operating Model to deliver the new offer of services

3. Who is this going to impact and how? (customers, service users, public and staff)

It is good practice to seek the views of your stakeholders and for these to influence your proposed activity. Please list anything you have already found out. If you still need to talk to stakeholders, include this as an 'action' at the end of your EIA. **Note that in some cases, there is a duty to consult, see more.**

This will impact on:

- SEND & Inclusion staff
- WCC staff
- Schools and settings providing education to Warwickshire children and young people
- Warwickshire's Parents/ Carers
- Warwickshire's SEN Practitioners
- Children and Young people managed by Warwickshire

The views of schools, parents and carers and children and young people have informed the service review reports for each service area. There is ongoing engagement with the above stakeholders to understand the impact and inform the information that it proposed as part of the new SEND & Inclusion Service offer. So far, this feedback has changed the wording and format of how the message will be delivered in the consultation paperwork. It has also reinforced some of the proposed changes to the service offer and provided strength to the proposed changes.

We have also engaged with those who represent community groups that are traditionally hard to reach and are compiling a specific strategy for these groups to ensure we communicate as effectively as possible with them. This will include considering how information is conveyed and delivered, who is utilised to deliver this information, easy read versions of the information and accessibility for those who are not likely to engage online.

4. Please analyse the potential impact of your proposed activity against the protected characteristics.

N.B Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at question 7.

	What information do you have? What information do you still need to get?	Positive impacts	Negative impacts
Age	<p>By law the SEND Regulations cover the age group 0-25.</p> <p>There is age data on all EHC plans by age and on the Synergy system that the SEND & inclusion teams use.</p>	<p>All age services (0-25). Integrated service offer for CYP and their families. Early intervention. Clear core offer and traded offer for education settings.</p>	<p>Change in working practices. Families may be under the impression they are not receiving a service to the level they expect. Capacity to deliver to the age range due to staff leaving the service.</p>
<p>Disability Consider</p> <ul style="list-style-type: none"> • Physical disabilities • Sensory impairments • Neurodiverse conditions (e.g. dyslexia) • Mental health conditions (e.g. depression) • Medical conditions (e.g. diabetes) 	<p>The Service areas support children with physical, sensory and emotional (mental health) difficulties and their education. This is stored on Synergy and any EHCP in place.</p>	<p>The DSG Recovery Plan is based on inclusion through earlier identification and response to SEND.</p> <p>The intention is that by changing current practice, the incentives in the system should support early identification and intervention. This should lead to more children being educated in mainstream or state-funded specialist settings, closer to</p>	<p>There is likely to be a perceived negative impact from parents and schools as systems and services change.</p> <p>Early intervention will require both system change (release of resources) and cultural change (building confidence and skills in settings to meet learner needs).</p>

		<p>home and with their peers. As a result needs should be managed earlier, avoiding escalation, and avoiding higher costs.</p> <p>The evidence for inclusion in mainstream settings is set out in the Warwickshire SEND & Inclusion Strategy 2019-2023.</p> <p>The proposed model of working will streamline services and provide clearer access to services.</p> <p>Enabling model for the workforce to upskill in terms of knowledge and understanding of SEND.</p>	
Gender Reassignment	Data not held	None	None
Marriage and Civil Partnership	Data not held	None	None
Pregnancy and Maternity	Data not held	None	None
Race	Data on ethnicity is collected as part of the profile of learners with EHCPs, our	The service review will have neither a positive or negative impact on this area. The	The service review will have neither a positive or negative impact on this area.

	countywide demographic and in the wider data set of attainment and progress (not broken down by SEND and ethnicity) NB. 10% of children with an EHCP have 'unknown' as their ethnicity	progress and attainment of children with SEND from different ethnic groups should be monitored as part of the workforce development project (which proposes to bring SEND into Area Analysis Groups). Separate analysis has shown underachievement of white and black Caribbean children and young people.	
Religion or Belief	Data not held	None	None
Sex	Nationally, 73% of all pupils with an EHC plan are boys. In Warwickshire, 72% of children with EHC plans are boys. Qualitative evidence highlights a particular issue regarding girls with autism often not being identified.	The DSG Recovery Plan is based on inclusion through earlier identification and response to SEND.	Could disproportionately affect boys due to the higher percentage of males in the system.
Sexual Orientation	Data not held	None	None

5. What could the impact of your proposed activity be on other vulnerable groups e.g. deprivation, looked after children, carers?

- The external service reviews have highlighted impact on vulnerable groups. These should be carried through to the redesign of the SEND & Inclusion Service (eg. Senior plan coordinators to have responsibility for specific vulnerable groups).

6. How does / could your proposed activity fulfil the three aims of PSED, giving due regard to:

- the elimination of discrimination, harassment and victimisation
- creating equality of opportunity between those who share a protected characteristic and those who do not
- fostering good relationships between those who share a protected characteristic and those who do not

The proposal is about providing a clear transparent operating model that is sustainable. By providing these it will enable to deliver services to those children/young people who have protected characteristics within their local community (as their peers receive).

In order to develop a new operating model, we will be engaging with stakeholders prior to, and during the consultation around the proposed service offer changes. By ensuring the service offer is refined we will then re-design the operating model to deliver this effectively to education settings and the children/young people of Warwickshire.

7. Actions – what do you need to do next?

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts for protected groups
- Whether you could do more to fulfil the aims of PSED
- Anything else you can think of!

Action	Timescale	Completed	Name of person responsible	Notes
LE to email RC and MR for input into the document. 24/11/2021 - chased	Sept 2021	Y	Linsey Edgeller	
To liaise with CI and legal to ensure document is appropriate and covers our legal obligations	Jan 2022	Y	Linsey Edgeller	Public consultation will be carried out
Once all responses received update actions & document (if required) and communicate	Feb 2022	Y	Linsey Edgeller	Updates received, meeting scheduled to review with programme in March
Engagement events <ul style="list-style-type: none"> • Staff Briefings 4th 8th July • Warwickshire Parents and Carers Voice Engagement Event, 18th July '22. • <i>Education Settings events e.g. Head Teachers, SENCOs 3rd October '22</i> • <i>Children and Young People Engagement Event 15th September '22 (aged 13-22)</i> • <i>Minority Groups e.g. LGBTQ, Armed Forces, Gypsy Traveller Community reps</i> • <i>Council Members 28th October '22</i> 	June 2022 – October 2022	Y	Ross Caws and Linsey Edgeller	
Public consultation for proposed service offer	Dec 2022 – Feb 2022	N	Duane Chappell	
Easy Read Accessible Version of Public Consultation Documents	November 22	N	Lisa Mowe, Ruth Waterman, Communications	
Multi-Language Versions of Public Consultation Documents	November 22	N	Lisa Mowe, Ruth Waterman, Communications	
Further staff engagement	Dec 2022 – Feb 2022	N		Re: matrix management

8. Sign off.

Name of person/s completing EIA	Duane Chappell, Ross Caws, Linsey Edgeller
Name and signature of Assistant Director	
Date	
Date of next review and name of person/s responsible	

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