

Appendix 2 - Warwickshire

Local Area Written Statement of Action (WSoA) for Special Educational Needs and Disabilities (SEND) January 2022 – June 2023



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Section 1 - Purpose of this Statement

Between 12 July and 16 July 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the Warwickshire local area to judge its effectiveness in implementing the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014. On 23 September 2021 the inspection report for Warwickshire was published and as a result of the findings of this inspection, Her Majesty's Chief Inspector (HMCI) has determined that a Written Statement of Action (WSOA) is required to address five significant areas of weakness in the local area's practice.

Warwickshire County Council (WCC) and Coventry and Warwickshire Clinical Commissioning Group (CCG) are jointly responsible for submitting the written statement which has been produced in conjunction with the Parent Carer Forum, Warwickshire Parent Carer Voice (WPCV).

The local area is committed to improving support, services and provision for children, young people, parents and carers in Warwickshire. We are committed to working in partnership, increasing co-production, and building on the expertise within the system. Since the inspection, senior leaders in WCC and CCG have been working with services and stakeholders to understand the actions we need to take to make improvements. These include parents and carers, staff, the SEND and Inclusion Partnership, and schools and settings.

This is our statement of action. It sets out our vision and priorities, the arrangements for working together to oversee this work, key themes from the inspection, the actions we will take to address the concerns identified by the inspectors and the framework we will use to measure performance.

Signatures - Nigel Minns (Director of Children's Services, Warwickshire County Council), Councillor Jeff Morgan (Portfolio Holder Education and Children's Services, Warwickshire County Council), Dr Sarah Raistrick (Chair of Coventry and Warwickshire Clinical Commissioning Group), Elaine Lambe (Chair of Warwickshire Parent Carer Voice).

Section 2 - Vision and Priorities

Warwickshire County Council, the CCG and Warwickshire Parent Carer Voice have committed to a common SEND vision of ensuring:

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

The local area is ambitious to do better for all our children, young people and young adults. We want children with SEND to thrive as members of their communities. All partners give priority to the views and aspirations of children, young people, young adults and their parent carers to enable a culture of mutual support, ownership, continuous growth and development. WCC, the CCG and WPCV have formed a SEND and Inclusion Steering Group together with the SEND and Inclusion Partnership to provide governance by continuously challenging, supporting and improving the quality of our work and our outcomes. This group also has representatives from Mainstream Schools, Special Schools, Health providers and the Community Voluntary Sector (CVS). The Schools Forum within Warwickshire also provides robust challenge to WCC in relation to its efficient use of resources.

Although there are many strengths, senior leaders recognise there are areas for further improvement across the system and welcome the feedback from the inspection to provide further focus to deliver our change plans.

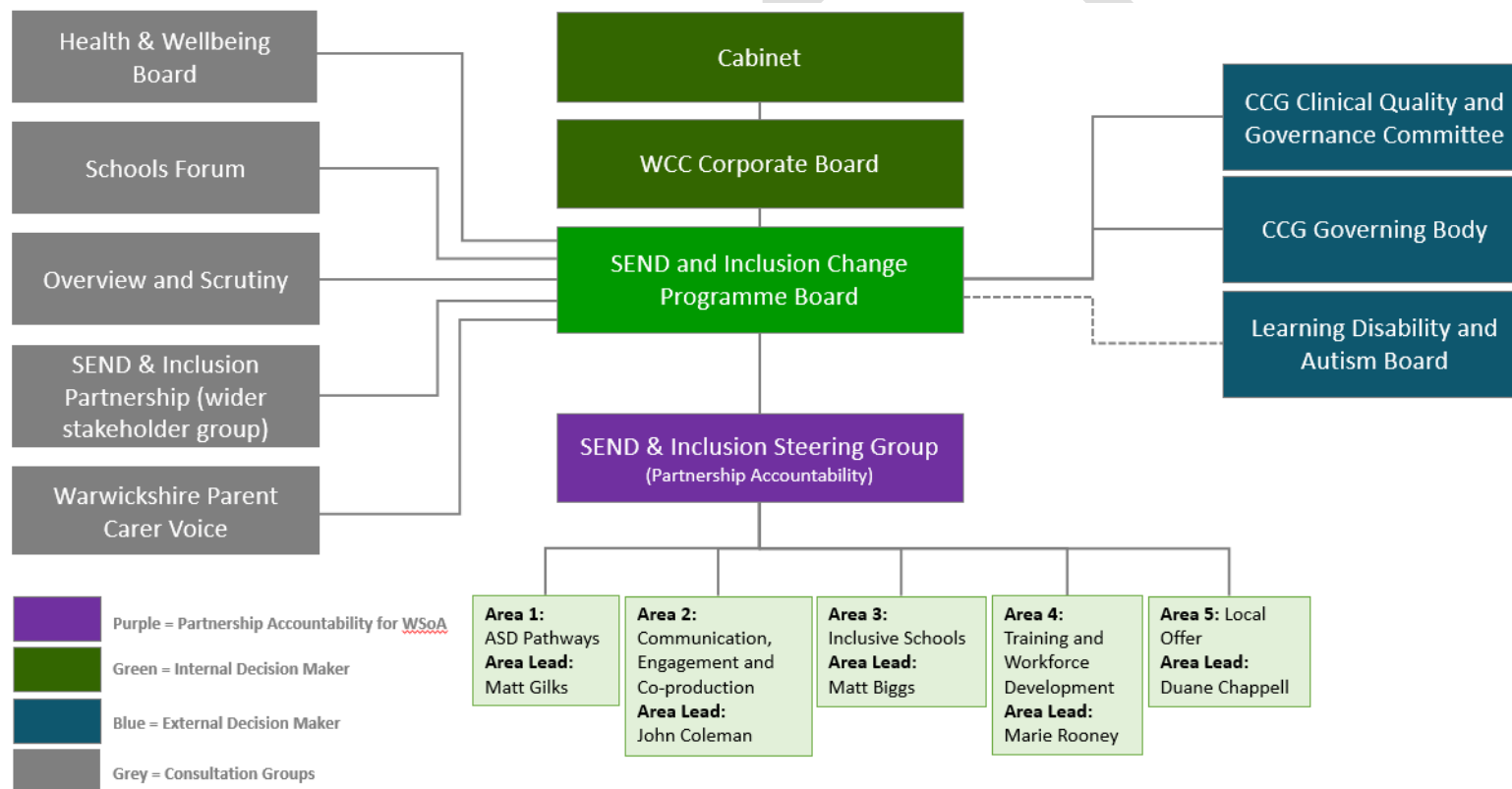
[Warwickshire’s SEND and Inclusion Strategy](#) sets out the agreed priorities for CYP with SEND. [The SEND and Inclusion Change Programme](#) builds on those priorities with four areas of focus:

- Improving the outcomes for our CYP
- Clear, transparent decision making
- Ensuring systems are sustainable
- Securing education, employment and training for young people with SEND aged 16-25

For clarity, it should also be noted that the term ‘CYP’ refers to children, young people and young adults. CYP with SEND refers to children and young people with Special Educational Needs and/or Disabilities who are supported at either SEN Support or who have an Education Health Care Plan (EHCP). Further terms are included in the glossary.

Section 3 - Arrangements for Working Together

We will make sure the right people are involved in this written statement of action and our improvement plans. This includes senior leaders, Councillors, partners, schools, staff, parents and carers, young people and young adults. Improvements will be delivered through a set of work-streams overseen by a joint SEND and Inclusion Steering Group with partnership accountability for delivering the WSoA and reported to the SEND and Inclusion Change Programme Board. Progress will also be overseen by WCC Corporate Board and Cabinet, and the CCG Governing Body and Clinical Quality and Governance Committee. The structure below shows how communication, delivery and accountability will work.



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

Section 4 - Significant Areas of Weakness

The significant areas of weakness identified by Ofsted and CQC are:

1. The waiting times for Autism Spectrum Disorder (ASD) assessments, and weaknesses in the support for CYP awaiting assessment and following diagnosis of ASD.
2. The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level.
3. The incorrect placement of some CYP with EHC plans in specialist settings, and mainstream school leaders' understanding of why this needs to be addressed.
4. The lack of uptake of staff training for mainstream primary and secondary school staff to help them understand and meet the needs of CYP with SEND.
5. The quality of the online local offer.

This statement of action describes how the local area will address and improve the above areas.

Note on Terminology: *There are many terms used to describe autism. In this document we will use the word **autism** and identity-first terminology ('**autistic individuals**' rather than 'individuals with ASD' or 'individuals with autism') when referring to autistic individuals. This approach is based on research (Autism Journal, 2015) which looked at the preferences of UK autistic community members around language used to describe autism, and is reflected in the national strategy for England ([National strategy for autistic children, young people and adults \(2021-26\)](#)). Unless otherwise stated, reference to "an autistic individual or individuals" includes children, young people and adults of all ages, across the autism spectrum at all levels of intellectual ability.*

RAG Ratings: In the following action plans, we will use the following to rate our progress:

Blue: Completed and embedded; Green: On track, no concerns; Amber: On track, some concerns; Red: No progress, major concerns; Grey: Not due yet

Section 5 - Local Area Response to Concerns

Area 1: The waiting times for Autism assessments, and weaknesses in the support for children and young people awaiting assessment and following diagnosis of Autism

Senior Responsible Officer – Matt Gilks (Director of Joint Commissioning, CWCCG)

Outcomes we will strive for:

- The waiting times for an autism diagnostic assessment are reduced.
- Children, young people, young adults and their families awaiting a diagnostic assessment can access a clear and coordinated pathway of support that meets their needs.
- Children, young people, young adults and their families following diagnosis of autism can access a clear and coordinated pathway of support that meets their needs.

Actions we will take	Lead	Evidence of success [what will change]	Impact measures [KPIs / targets]	Completion date	Progress Narrative (BRAG)
1.1 Reduce waiting times for autism diagnostic assessments <i>I statement: "I can access specialist support to help me to understand my autism and support me with my social, communication, sensory and emotional wellbeing."</i>					
1.1.1 Increase capacity for diagnostic assessment and post diagnostic support in the neurodevelopmental service to meet demand.	Helen Stephenson	The neurodevelopmental service has the capacity to meet ongoing demand for referrals. There is additional capacity commissioned to clear the backlog of individuals awaiting an assessment in line with an agreed trajectory, including post diagnostic interventions where required.	Longest wait for a diagnostic assessment reduced from 242 weeks to 13/26 weeks (TBA subject to business case).	June 2023 trajectory – TBA March 2024 trajectory - TBA	
1.1.2 Pilot and evaluate a	Ali Cole	Local area has evidence	Referrals from mental	December 2022	

differentiated model of assessment to enable 'straightforward' presentations to be diagnosed outside of the specialist neurodevelopmental service.		of effectiveness of different models.	health service, Paediatrics and educational psychology to the specialist neurodevelopmental service for a diagnostic assessment reduce by 10% (tbc).		
		Autistic individuals are diagnosed by professionals outside of the specialist service, including mental health service, Paediatrics and educational psychology.	Feedback from autistic CYP and professionals involved show if pre-assessment and post diagnostic support has improved.		

1.2 Develop a pathway of support for children, young people and adults awaiting a diagnostic assessment and/or post autism diagnosis

I statement "I don't have to wait until I have a diagnosis or am in crisis to get the help I need."

1.2.1 Improve the self-help offer through improving awareness of local services and support via an online portal for information and advice, a promotional campaign and conferences to bring together young people, families and support services.	Ali Cole	An online information portal is published and promoted widely. A conference is delivered for 300 families (to repeat the successful Together with Autism conference in January 2020).	Increase in number of families and professionals reporting they have accessed useful information and advice in relation to autism diagnosis and support.	December 2022	
			Increase in knowledge and understanding of the self-help offer from conference attendees.	May 2022	
1.2.2 Recommission the all-age community support	Ali Cole	New single pathway for support and diagnosis is	Increase in parents, carers and autistic	October 2022	

<p>service for neurodiverse individuals to:</p> <ul style="list-style-type: none"> - Introduce a single front door for referrals for neurodiversity support and diagnosis to provide enhanced triage and ensure individuals are supported while awaiting a diagnostic assessment - provide an advice and navigation function for individuals seeking an assessment, those diagnosed with autism and their families - provide low and medium level support pre and post diagnosis for young people and families 		<p>in place.</p> <p>Families and professionals know how to access pre and post assessment and diagnostic support and be supported to do so by professionals and services.</p>	<p>individuals reporting improved pre and post assessment and diagnostic support, identified via a range of feedback mechanisms.</p>	<p>Evaluation by June 2023</p>	
			<p>Increase in the percentage of individuals surveyed who accessed support while awaiting an assessment from a baseline of 52.9% to 70%.</p>	<p>December 2022</p>	
			<p>Decrease in the percentage of professionals surveyed who are not aware of an autism pathway from 27% to 15%.</p>	<p>December 2022</p>	
<p>1.2.3 Develop and implement an education-led stepped approach to access multi-agency support for neurodivergent children and young people to enable access to adjustments and support in education pre assessment and post diagnosis.</p>	<p>Marie Rooney, Ali Cole</p>	<p>An agreed and published stepped approach is in place with health, social care and education input for autistic children, young people and adults</p>	<p>Reduction in the number of families and professionals who state that diagnosis is required to access adjustments in education from a baseline of 85% (survey to be repeated December 2022).</p>	<p>September 2022</p>	

			Feedback from CYP, parents and professionals on how the education-led stepped approach has improved their outcomes.	March 2023	
1.2.4 Map demand and capacity of Speech and Language Therapy and Occupational Therapy Services to address any gaps in support in the neurodevelopmental pathway.	Natasha Lloyd-Lucas	Gaps in specialist support for communication and sensory needs are understood to inform commissioning intentions and resource allocation.	Individuals awaiting an assessment or following a diagnosis report that they have accessed support with communication and sensory needs (via survey December 2022).	August 2022	
		Proposals are co-produced for speech and language therapy and OT services.			
1.2.5 Ensure there is an appropriate and accessible offer within Emotional Wellbeing and Specialist Mental Health (MH) provision for autistic children, young people and young adults through a combination of staff training and increased joint working between emotional wellbeing, specialist mental health and autism services.	Michelle Rudd	Skills audit, competency framework and training plan developed.	Staff in emotional wellbeing and specialist MH services are better skilled and able to identify and support autistic people. Demonstrated by repeating skills audits in February 2022 and March 2023 to measure uptake of autism training and confidence in supporting autistic people.	March 2022	
		Training plan delivered to 80% staff including internal and external training, supported by detail from the skills audit and an agreed snapshot from the Neurodevelopment team to consider staff experiences.		March 2023	
		Neurodevelopmental liaison roles are in place and working with MH practitioners to identify and support autistic people.	Autistic CYP and adults who experience poor mental health	September 2022	

		<p>Autistic individuals and those with lived experience of autism are employed as peer mentors within CWPT.</p> <p>To explore increasing the Expert by Experience module that currently is accessible on Electronic Staff Records, to promote culture change and increase staff awareness. To include looking at access to and barriers to using the training tool.</p> <p>Review staff groups and evaluate training programs.</p> <p>To evaluate the usage of the dimensions tool to promote accessibility to MH services at Early help level (PMHT and MHST).</p>	<p>and wellbeing can access support that is adjusted to meet their needs to prevent their needs escalating. This will be measured through the CORC accredited Routine Outcome Model used in the RISE service to monitor impact of change and service delivery (ORS and SRS). Specific case studies will be developed to demonstrate the experience of autistic CYP within the CORC model.</p> <p>To audit the impact of access to services at an Early Help level aided by the Dimensions tool.</p>	September 2022	
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Area 2: The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level

Senior Responsible Officer – John Coleman (Assistant Director, Children and Families, WCC)

Outcomes we will strive for:

- Strengthened relationships with parents and carers to build trust and confidence in the SEND system.
- Effective approach to communication in place with children, young people and their families.
- Whole system approach to co-production at a strategic level with children, young people and their families across Education, Health and Social Care.

Actions we will take	Lead	Evidence of success	Impact measures (KPIs/targets)	Completion date	Progress (BRAG)
2.1 Strengthen relationships with parents and carers <i>I statement for Parent Carers "I feel understood, involved, valued and respected"</i>					
2.1.1 Co-produce a framework to strengthen relationships with parents and carers.	Sam Craven, Jo Mann	Restorative Framework and staff training in place, with a focus on 'high support and high challenge' to enable productive relationships that lead to positive change.	100% of SEND and Inclusion Service staff attend Restorative Practice training. CYP and their families have a more positive experience working with WCC officers.	Phased approach by June 2023	
		Plan to strengthen disagreement resolution is in place, including establishing a baseline.	Reduction in the number of parents and carers accessing formal mediation through SENDIST. Feedback about how families feel more understood, involved, valued and respected.	September 2022	

		Mechanism in place to capture the learning from engagement with the Community and Voluntary Sector.	Increase in understanding about what life is like for families with SEND.		
		Process to capture learning from complaints and feedback is in place.	Number of complaints resolved through a restorative approach. 'You said, we listened' & 'You said, we did' in response to learning from feedback.		

2.2 Develop an effective approach to communication with parents and carers

I statement for Parent Carers "I am given the information I need, when I need it in a format that I can understand"

2.2.1 Co-produce a Corporate Framework an agreed communications approach between WCC, CCG and WPCV.	Lisa Mowe, Sam Craven	Communication Strategy and Action Plan are in place.	100% of key stakeholders are aware of the Communication Strategy and Action Plan.	January 2022	
		Communications approach in place, to include surveys, engagement programme.	Increase in communication with CYP and their families. CYP and their families feel communication has improved.	February 2022	
		Communication in place with schools around SEND.	80% of schools understand the range of services and how to support families.		
		System for capturing live feedback in place.	Performance monitoring shows families feel heard and services are better informed by feedback.	September 2022	
		Corporate framework	Evaluation of corporate framework including	September 2022	

		developed and in place.	capturing feedback from professionals, CYP, parent carers to inform service development.		
2.3 Develop a whole system approach to co-production <i>I statement for Parent Carers and CYP "I know we are included in the design, development and evaluation of policies and services"</i>					
2.3.1 Develop a Co-production Strategy with key stakeholders and the WPCV.	Shinderpaul Bhangal, Sam Craven	Co-production and Engagement Hub in place to enable engagement with parents, carers, CYP, senior leaders and officers.	WCC & WPCV joint evaluation to assess effectiveness of Co-production and Engagement Hub and increased influence on design, delivery and evaluation of services.	March 2022	
		Level of oversight, co-production and influence of WPCV and CYP in decision making in projects is agreed.	Service improvement starts from understanding the parent carer and CYP's experience and considers the value of this contribution, which is embedded in planning, delivery and evaluation - space is created, voice is enabled, audience is provided, and influence is demonstrated.	April 2022	
		A platform to capture the voice of children and young people is in place.	CYP feel engaged and listened to – space is created, voice is enabled, audience is provided, and influence is demonstrated.	May 2022	
		Co-production Strategy developed and training in place.	100% of SEND and Inclusion Staff attend co-production training.	September 2022	

			Evaluation of co-production training shows awareness, understanding and application of Co-production Strategy and approaches.		
2.3.2 Develop an agreement for recruitment activities to include a member of WPCV and/or young person for operational and strategic SEND roles in WCC and CWCCG.	Shinderpaul Bhangal	Agreement and plan in place for recruitment for operational and strategic SEND roles to include a member of WPCV and/or CYP.	% of recruitment that has involved CYP or parent carers.	December 2022	
			Feedback from CYP and parent carers on how they felt listened to, involved in decision making and satisfaction with the process.		
2.3.3 Develop an agreement to include a member of WPCV and/or young person in scoring SEND commissioned services, and also develop a parent and young person inspectors process to form part of our quality assurance functions.	Shinderpaul Bhangal	Agreement and plan of activity in place.	% of commissioning activities that have involved CYP or parent carers.	December 2022	
			Feedback from CYP and parent carers on how they felt listened to, involved in decision making and satisfaction with the process.		

Area 3: Incorrect placement of some CYP with EHC plans in specialist settings, and mainstream school leaders' understanding of why this needs to be addressed

Senior Responsible Officer - Matt Biggs (Education and Early Years Strategy and Commissioning Manager, WCC)

Outcomes we will strive for:

- Mainstream school leaders' understanding of why the placement of some children needs to be addressed.
- The correct placement of children and young people with EHC plans.

Actions we will take	Lead	Evidence of success	Impact measures [KPIs/targets]	Completion date	Progress/Impact (BRAG)
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3.1 Improve mainstream school leaders' understanding of why the placement of some children needs to be addressed

I statement for children and young people "People know my needs and I know I am in the right school for me"

3.1.1 Set up an Inclusive Schools Consortia Working Group to co-produce an Inclusion Action plan in primary and secondary schools (in collaboration with Area 3).	Matt Biggs, Darren Barrow	Terms of Reference in place for Inclusive Schools Consortia Working Group and establish roles and responsibilities of change agents/champions.	100% Consortia/ Network chairs sign off on Terms of Reference.	March 2022	
		Whole school SEND audit carried out.	100% of participating primary and secondary schools have a baseline report from SEND Audit.	June 2022 (with follow up audits in May 2023)	
			Increase in participating schools recording a 25% improvement against judgement on the	December 2022	

			previous year.		
		Questionnaires developed for CYP and their families (including baselining) to ascertain their level of confidence in mainstream schools to meet the needs of CYP with SEND.	50% of CYP and their families return the survey. 80% of CYP and families surveyed are confident in mainstream schools' ability to meet the needs of CYP with SEND.	March 2022 (follow up questionnaires in March 2023)	
		Change Agents identified with delegated responsibility to appoint Change Champions (in collaboration with Area 4).	8 Change Agents in place in schools. Communication with 100% of schools with named Change Champions.	March 2022	
		A robust, inclusive offer/framework developed for Warwickshire schools working with school Consortia.	50% Consortia/ network chairs sign off inclusive offer/framework for schools.		
		Promotion of Inclusion Charter to Warwickshire's Family of schools via events and briefings (in collaboration with Area 4).	50% schools access the promotion of the inclusion framework.		
3.2 Ensure an ongoing sustainable model for inclusive practice to ensure the correct placement of children and young people with EHC plans <i>I statement for children and young people "I feel safe and included in my school"</i>					
3.2.1 Plan for School Improvement categorization (Sept 2023 implementation) process to encompass	Matt Biggs	Change Agents and Change Champions work alongside identified schools within Consortia	100% of schools have an identified Change Agent and Champion.	December 2022	

Inclusion as a core element, with peer-to-peer review, self-evaluation, and quantitative data. Inclusive practice (in collaboration with Area 4).		to strengthen and embed practice, using assessment criteria.			
		Re-survey CYP and their families carried out.	25% improvement in satisfaction of CYP and their families.		
	Darren Barrow	Succession planning is embedded so Change Agents, Champions and SEND SLEs are replaced/ recruited.	Change Agents, Champions and SEND SLEs are in place and allocated to all mainstream schools.	January 2023	
	Margot Brown	Categorisation process includes a section on inclusive provision.	School Improvement categorisation process in place in all schools.	May 2023	

Area 4: The lack of uptake staff training for mainstream primary and secondary school staff to help them understand and meet the needs of CYP with SEND

Senior Responsible Officer: Marie Rooney, Head of SEND and Inclusion and Educational Entitlement, WCC

Outcomes we will strive for:

- School staff are knowledgeable about, and confident in, meeting the needs of CYP with SEND in primary schools.
- School staff are knowledgeable about, and confident in, meeting the needs of CYP with SEND in secondary schools.

Actions we will we take	Lead	Evidence of success	Impact measures [KPIs/targets]	Completion date	Progress (BRAG)
4.1 Increase knowledge and confidence of primary and secondary school staff in meeting the needs of CYP with SEND					
<i>I statement for children and young People “I know that if I need support that the staff in my school know how to help me”</i>					
4.1.1 Set up a local workforce development task group to co-produce the workforce development action plan in primary and secondary schools (in collaboration with Area 3).	Marie Rooney	Terms of reference for group and action plan with aligned accountability framework agreed and in place.	100% of colleagues sign off terms of reference and accountability framework.	March 2022	
		Schedule of surveys (including baselining) established with school staff to measure their uptake in training and confidence levels in meeting needs of CYP with SEND.	50% schools return survey. 80% of staff surveyed feel more knowledgeable, confident, and have increased level of understanding in meeting the needs of CYP with SEND.		
		Schedule of questionnaires established for CYP and their families	50% parent carers/CYP feel school staff are more knowledgeable and confident in meeting the needs of CYP		

		(including baselining) to ascertain their level of confidence in mainstream schools.	with SEND.		
		Programme of targeted support delivered to schools who need support to improve their understanding of how to meet the needs of CYP with SEND.	50% of schools take up training. 80% of delegates attending training report that the programme gave them a good or better understanding of how to meet the needs of CYP with SEND.		
		SEND training delivered to WCC maintained school Governors.	50% of Governors attend training. 90% of attendees agree they are more confident in their role around improving outcomes for CYP with SEND.		
4.2 Develop the role of the Area Analysis Group (AAG) and Education Challenge Board to enable a framework of ongoing challenge and support across Warwickshire mainstream schools moving forward <i>I statement for children and young people “I know that schools will try hard and will have to show what they are doing”</i>					
4.2.1 Develop the role of the Area Analysis Group (AAG) and Education Challenge Board, with an agenda focus on improvements for CYP with SEND (in collaboration with Area 3).	Marie Rooney	Categorisation process in place to detail the % CYP with EHCP in schools/ academies.	Increase in CYP with EHCP in schools/ academies to be in line or above statistical neighbours.	December 2022	
		Action plan agreed with schools outlining how they will continue to upskill their workforce to respond to the needs of CYP with SEND.	80% of schools have an action plan outlining how they will continue to upskill their workforce to meet the needs of CYP with SEND.		

Area 5: The quality of the online local offer

Senior Responsible Officer - Duane Chappell, Strategy and Commissioning Manager, SEND and Inclusion, WCC

Outcomes we will strive for:

- The quality of the online local offer is fit for purpose.

Actions we will take	Lead	Evidence of success	Impact measures [KPIs/targets]	Completion date	Progress (BRAG)
5.1 Ensure the quality of the online local offer is fit for purpose					
<i>I statement for Parent Carers and CYP "I can find the information I need, and it is easy for me to understand"</i>					
5.1.1 Re-design and update the online local offer working with children and young people, parents, carers and professionals.	Jo Rolls	New local offer pages are developed with CYP, parent carers and professionals.	<p>Increase in webpage hits to demonstrate improved engagement with the local offer webpages.</p> <p>Decrease in one click webpage enquiries shows that people are engaging with the local offer pages.</p>	October 2021 (launch)	
5.1.2 Launch and promote the new online local offer to it is clear to everyone what is available in the local area.	Jo Rolls & Linda Saw	New online local offer is live.	Increased number of visits to local offer webpages.	November 2021	Local offer launched on 13/10/21.
		Landing page is improved including an explanation of the local offer and promotion of SENDIAS.	80% of the feedback on the landing page is rated good or better.	October 2021	
		Local offer is promoted via a range of platforms e.g., social media, news releases, newsletters, briefings with Head Teachers, SENCOs, WPCV, SENDIAS and professionals.	<p>Parents, carers, CYP and professionals use the local offer regularly, with increased visits to webpages and feedback captured.</p> <p>60% increase in webpage hits, from Jan 2021 – Jan 2022.</p>	December 2021	

		Videos of 'What is the local offer?' and 'How to use the local offer' produced and uploaded.	Increase in number of visitors to the webpages and understanding of the local offer by CYP, parent carers and professionals.	March 2022	
		'Reach Deck' trial (accessibility tool) carried out to assess if more people access the local offer.	Increase in people accessing the local offer.	February 2022	
		Posters and leaflets are produced and distributed throughout Warwickshire with QR codes e.g., to schools, Children & Family Centres, GPs.	100% of schools, Children & Family Centres, GPs settings displaying posters/QR codes.	March 2022	
			50% of families and professionals who contact the helpline report that they accessed useful information from the flyers.		
5.1.3 Maintain the local offer webpages to ensure information is fit for purpose and kept up to date.	Linda Saw	Feedback form included on the local offer pages and service users regularly provide feedback.	The feedback form on the local offer webpages demonstrates that 70% of users can find what they are looking for.	December 2021	
		An established subject matter expert group consisting of various professionals and process in place to provide termly updates.	Local offer is up to date and marketed so that CYP, parents, carers and professional continue to use it and find it helpful.	March 2022	
		Ongoing co- production groups for young people, parent carers and professionals in place.	Young people, parent carers and professionals felt listened to, involved in decision making and satisfaction with the process.	April 2022	

Section 6 - Local Area Monitoring Arrangements

With baselines established open implementation of WSoA and targets agreed by Action Leads as identified within the plan

Monthly

KPI's	Discussions and challenge held at Education & SEND Senior Management Team and CCG SMT meetings
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6-weekly

WSoA interim reports on Progress	Targeted WSoA updates to SEND and Inclusion Steering Group (exception reporting of issues)
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Quarterly

WSoA formal reports on progress of actions within plan	Full WSoA update to SEND and Inclusion Board, SEND Member Panel, NHSE and DfE
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6-monthly

Political oversight of WSoA	Full WSoA update to Children and Young People's Overview and Scrutiny Committee
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Warwickshire Parent Carer Voice are strategic partners of the SEND and Inclusion Steering Group and Change Programme Board, bringing the voice of our children and young people and their families into our monitoring. We will also, through workstreams and projects, engage our parents and carers in evaluating the progress that we are making on targeted areas, in line with our Written Statement of Action commitments.

Appendix 1 - SEND and Inclusion Steering Group Members

Role	Name	Agency
Strategic Director Communities	Mark Ryder	WCC
Strategic Director People	Nigel Minns	WCC
Director of Joint Commissioning	Matt Gilks	CWCCG
Senior Transformation Manager	Heather Kelly	CWCCG
Warwickshire Parent Carer Voice, Chair	Elaine Lambe	WPCV
Director of Nursing	Fiona Burton	SWFT
Assistant Director Education	Ian Budd/Chris Baird	WCC
Strategy and Commissioning Manager, SEND and Inclusion	Duane Chappell	WCC
Assistant Director People, Strategy and Commissioning	Becky Hale	WCC
Assistant Director Children & Families	John Coleman	WCC
Assistant Director People, Adult Social Care (Delivery)	Pete Sidgwick	WCC
Chief Operating Officer	Sonya Gardiner	CWPT
Change Delivery Lead	Rachel Barnes	WCC
Programme Manager	Ruth Bell	WCC

Appendix 2 – Area Working Group Members

Role	Name	Agency
Area 1: The waiting times for Autism assessments, and weaknesses in the support for children and young people awaiting assessment and following diagnosis of Autism		
Director of Commissioning,	Matt Gilks	CWCCG
Associate Director for LD and Autism	Helen Stephenson	CWPT
Warwickshire Parent Carer Voice	Cathy Wassell	WPCV
Senior Joint Commissioner Joint Disabilities and Autism	Ali Cole	WCC
Strategic Lead for Alternative Provision	Marie Rooney	WCC
Senior Transformation Manager	Natasha Lloyd-Lucas	CWCCG
Designated Clinical Officer (DCO) and Consultant Paediatric Community Nurse	David Widdas	SWFT
Lead Commissioner (Family Wellbeing, Public Health)	Kate Sahota	WCC
RISE Head of Service	Michelle Rudd	CWPT
Area 2: The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level		
Assistant Director, Children & Families	John Coleman	WCC
Development Team Manager, Children & Families	Jo Mann	WCC
Co-production & Research Officer	Sam Craven	WCC
Delivery Lead - Marketing and Communication	Lisa Mowe	WCC
Warwickshire Parent Carer Voice	Elaine Lambe	WPCV
Senior Transformation Manager	Heather Kelly	CWCCG
C&F Social Work Operational Team Leader	Shinderpaul Bhangal	WCC
Warwickshire SENDIAS Coordinator	Elaine Harvey	SENDIAS
Area 3: Incorrect placement of some CYP with EHC plans in specialist settings, and mainstream school leaders' understanding of why this needs to be addressed		
Strategy and Commissioning Manager (Education & Early Years)	Matt Biggs	WCC
Schools Sustainability Lead Officer	Darren Barrow	WCC
Strategic Lead for Alternative Provision	Marie Rooney	WCC
Warwickshire Parent Carer Voice	Tricia Elliot	WPCV
Principal Educational Psychologist	Tracey Underwood	WCC

Project Manager	Rhiannon Davies	WCC
Warwickshire SENDIAS Coordinator	Elaine Harvey	SENDIAS
Area 4: The lack of uptake staff training for mainstream primary and secondary school staff to help them understand and meet the needs of CYP with SEND		
Strategic Lead for Alternative Provision	Marie Rooney	WCC
Strategy and Commissioning Manager (Education & Early Years)	Matt Biggs	WCC
Service Manager for Early Help and Targeted Support Services	Marina Kitchen	WCC
Senior Joint Commissioner Joint Disabilities and Autism	Ali Cole	WCC/CWCCG
Project Manager	Toni Wynn	WCC
Warwickshire Parent Carer Voice	Tricia Elliot	WPCV
Area 5: The quality of the online local offer		
Family Information Service (FIS) Operations Manager	Jo Rolls	WCC
Family Information Service (FIS) Officer	Linda Saw	WCC
Project Manager	Max Beesley	WCC
Manager EMTAS and SEND & Inclusion Change Programme Integrated Services Lead	Tammy Mason	WCC
Warwickshire Parent Carer Voice	Melissa Odling	WPCV

Appendix 3 - Groups Involved in the Production of WSoA

Date	Meeting and attendees	Description
07/09/21	SEND & Inclusion Steering Group set up (senior leads from across education, health and social care and WPCV)	Template and Terms of Reference for Steering Group agreed.
21/09/21	SEND & Inclusion Steering Group, chaired by Mark Ryder	Area leads, Communications Plan and governance agreed.
23/09/21	Briefings to stakeholders by Duane Chappell and Mark Ryder (following publication of final inspection report)	Meetings with staff, head teachers, parent carers, governors, and members.
24/09/21	Update to Trade Unions by Duane Chappell	Update provided on the inspection to Trade Unions.
27/09/21	Special School Heads meeting with Duane Chappell and Marie Rooney	Meeting to discuss findings of the inspection and next steps.
27/09/21	Meeting with regional PCF lead, Zara Bowden	Meeting to share good practice from other areas around coproduction and engagement with parent carers.
28/09/21	Head Teachers briefing by Duane Chappell	Briefing for Head Teachers on the inspection findings.
30/09/21	Schools Forum briefing by Duane Chappell	Update to Schools Forum on outcome of inspection.
30/09/21	Early Years managers meeting with Duane Chappell and Rachel Barnes	Presentation and discussion about inspection findings and change programme.
01/10/21	Initial Senior Officers Meeting with DfE and NHSE, senior leads from education, health and social care and WPCV	Initial feedback on draft WSoA and approach.
01/10/21	Leader and Portfolio Holder briefing with Duane Chappell and Rachel Barnes	Meeting to discuss inspection outcomes and next steps.
05/10/21	Template shared with Area leads and working groups set up	Working groups mobilised to develop the WSoA.
06/10/21	Community and voluntary sector workshop with Duane Chappell and Rachel Barnes	Feedback on the inspection, SEND & Inclusion change programme and discussion.
07/10/21	SENDIAS meeting with Duane Chappell	Meeting to discuss the outcomes of the inspection and next steps.
07/10/21	Specialist Neurodevelopmental Diagnostic Service Redesign task and finish group	Meeting to discuss differentiated diagnostic arrangements (part of Neurodevelopmental Transformation programme).
11/10/21	Parents and carers survey circulated by WPCV	Survey to gather feedback on the priorities and improvements needed following the inspection.

15/10/21	Extraordinary Meeting of Neurodevelopmental Transformation Steering Group	Meeting to discuss approach to reducing assessment backlog including prioritisation criteria for that.
18/10/21	Briefing Notes to Children and Young People Overview and Scrutiny on the inspection by Duane Chappell and Rachel Barnes	Briefing shared with Overview and Scrutiny Committee via the portfolio holder, Councillor Jeff Morgan.
21/10/21	SEND Partnership Meeting with Duane Chappell and Ross Caws	Update on the inspection outcomes and WSoA.
01/11/21	SEND and Inclusion Steering Group	Feedback on first draft of WSoA.
03/11/21	Head Teachers Conference – update by Duane Chappell and WSoA area leads with guest speaker Kim Garland, Head Teacher of Brimsham Green School in South Gloucestershire (inclusion focus)	Update and discussion on inspection outcomes, WSoA and change programme.
04/11/21	Parent Carer webinar with Elaine Lambe and Sam Craven	Webinar by WPCV and WCC to strengthen relationships with parents and carers and work together to improve SEND services.
05/11/21	Neurodevelopmental Transformation Steering Group	One of regular meetings aimed at discussing progress on Neurodevelopmental Transformation programme incl addressing current backlog of referrals and redesign of the diagnostic pathway.
16/11/21	Corporate Board, WCC with Duane Chappell and Rachel Barnes	Feedback on draft WSoA.
16/11/21	Children and Young People Overview and Scrutiny Committee presentation by Duane Chappell, Rachel Barnes, Mark Ryder and Nigel Minns	Feedback on draft WSoA.
24/11/21	Chair of Governors Meeting update by Duane Chappell and Rachel Barnes	Update and discussion on Written Statement of Action.
25/11/21	Head Teachers meeting with Marie Rooney, Matt Biggs, Tracey Underwood and Rachel Barnes	Further discussion on the Written Statement of Action.
25/11/21	Clinical Quality and Governance Committee, CWCCG	Consideration and recommendation to Governing Body on WSoA.
07/12/21	Cabinet, WCC	Approval of draft WSoA.
08/12/21	Joint Children and Young People and Adult Social Care & Health OSC update by Duane Chappell and Rachel Barnes	Oversight and feedback on the draft WSoA.
15/12/21	Governing Body, CWCCG	Approval of draft WSoA.
17/12/21	WCC and CWCCG senior officers and Portfolio Holder	Final approval of WSoA.

Appendix 4 - Glossary

	Description		Description
AAG	Area Analysis Group (schools)	CWPT	Coventry and Warwickshire Partnership Trust
AATI	Attachment and Trauma Informed	CYP	Children and Young People
ABP	Area Behaviour Partnership	DCO	Designated Clinical Officer
ACEs	Adverse Childhood Experiences	DfE	Department for Education
ADHD	Attention Deficit and Hyperactivity Disorder	DMO	Designated Medical Officer
AEP	Alternative Education Provision	DSG	Dedicated Schools Grant
ALDAAR	Autism & Learning Disability Admission Avoidance Register	DSL	Designated Safeguarding Lead
ALT	Acute Liaison Team	DSW	Designated Social Worker
AP	Alternative Provision	EDT	Emergency Duty Team
ASC	Autistic Spectrum Condition	EET	Education Entitlement Team
ASD	Autistic Spectrum Disorder	EET	Education Employment Team
AQA	Assessment and Qualification Alliance	EHCP	Education, Health and Care Plan
BSL	British Sign Language	EHcna	Education Health and Care needs assessment
CAMHS	Child and Adolescent Mental Health Service	EHE	Elective Home Education
CCG	Clinical Commissioning Group	EMTAS	Ethnic Minorities and Traveller Achievement Service
CCN	Community Children's Nursing	ENAS	Extended Non-Attendance at School
CETRs	Care Education Treatment Reviews	EP	Educational Psychologist
CHC	Continuing Health Care	EPS	Educational Psychology Service
CHSWG	Children's Hearing Service Working Group	EY	Early Years
CIN	Child in Need	EYFS	Early Years Foundation Stage
CiN	Communication and Interaction Needs	FAP	Fair Access Protocol
CLA	Child(ren) Looked After	FE	Further Education
CLDT	Community Learning Disability Team	FIS	Family Information Service
COVID	Coronavirus Disease	FLT	Flex Learning Team
CQC	Care Quality Commission	FTE	Full-Time Equivalent
CVS	Community Voluntary Sector	GCSE	General Certificate of Secondary Education
CWCCG	Coventry & Warwickshire Clinical Commissioning Group	GLD	Good Level of Development
CWD	Children with Disabilities	GP	General Practitioner
CWDT	Children with Disabilities Team	GRT	Gypsy Roma Traveller

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