

Warwickshire

Local Area Written Statement of Action for Special Educational Needs and Disabilities (SEND)

Highlight Report for February 2022



Section 1 - Purpose of Plan

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

Progress (BRAG)

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|---------------|---------------------------|-----------------------------|---------------------------------|-----------------|
| Completed (B) | On track, no concerns (G) | On track, some concerns (A) | No progress, major concerns (R) | Not due yet (G) |
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The BRAG rating above is used to inform the monitoring process for the Warwickshire SEND and Inclusion Steering Group. Milestone completion dates are included in the WSOA as the plan is monitored and acts as a critical measure over the improvement period.

Wherever quantifiable, percentages of improvement will be recorded along with milestone measures and a narrative to explain the journey towards completing the actions. The impact measures will be quantified wherever possible as the actions are delivered, for example percentage of parental satisfaction.

The table on the following page contains three columns demonstrating progress:

- Progress – status of the progress of the action at the end of each cycle
- Impact – how has the action impacted on the experience of our service users
- Comments – a short narrative of progress including any risks and issues that need to be escalated to the Steering Group.

The column for **progress** uses the rating of **BRAG** (see above)

The column for **impact** uses the rating of **RAG**

Section 2 - WSOA highlight report

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

| Focus area | Lead | Action | Completion Date | Progress | Impact | Comments |
|---|------------------|---|-----------------|----------|--------|--|
| 1.1 Reduce waiting times for autism diagnostic assessments | | | | | | |
| 1.1.1 | Helen Stephenson | Increase capacity for diagnostic assessment and post diagnostic support in the neurodevelopmental service to meet demand. | June 2023 | | | At the end of January 2022, the forecasted number of assessments exceeded the planned capacity in all areas except for Pre-school. Referrals are also expected to exceed the planned amount (apart from school-age). Due to the significant pressure on the RISE service, there is a delay in processing referrals in the Navigation Hub impacting on the timeliness through to the Neurodevelopmental Service. Overall numbers of people on the waiting list have not been significantly impacted by the investment, however the non-recurrent additional investment in the service has meant a huge decrease in the length of time referrals now waiting to be triaged and a significant amount of work has been done to bring these up to date (currently November, was previously 5 months behind), this has resulted in the waiting list increasing; work continues on ensuring all those on the waiting list are truly waiting and along with the additional investments should now start to show in the numbers. This is also demonstrated by the planned lengths of wait except for Warwickshire School Age are on plan. |
| 1.1.2 | Bie Grobet | Pilot and evaluate a differentiated model of assessment to enable 'straightforward' presentations to be diagnosed outside of the specialist neurodevelopmental service. | December 2022 | | | Overall project status is green, on target with no concerns. Sub-group meetings have taken place focusing on: <ul style="list-style-type: none"> The process of assessment and diagnosis Project plan development Refining the process of assessment and diagnosis Evaluation Framework Experts by experience have been involved throughout to ensure the diagnostic pathway is coproduced. The process of assessment and diagnosis sub-group is scoping current and potential models of delivery. |

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

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| 1.2.1 | Ali Cole | 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. | December 2022 | | Information and advice task and finish group met on 7 th March to develop a draft of the e-booklet and landing page on Dimensions tool that will show support and services available. The first draft is due to be completed and sent to the design team on 11 th March. Comms (internal and external) involved to produce and promote this when completed. Together with Autism Conference in Warwick (2 nd April) on track and being promoted. Beginning arrangements for additional conferences to take place later in the year. Plan to take draft version of E-booklet and webpage to Together with Autism conference (2 nd April) for feedback. |
| 1.2.2 | Ali Cole | <p>Recommission the all-age community support service for neurodivergent 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 | December 2022 | | <p>Community redesign task and finish group in place, including experts by experience.</p> <p>Market testing pack on track to be shared, requesting responses by end of March 2022.</p> <p>Service specifications for peer mentoring and community support being developed to take to task and finish group for discussion and comment.</p> <p>Updated scope for navigation hub, following task and finish group comments, to be agreed with group.</p> |
| 1.2.3 | Marie Rooney | 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. | March 2023 | | Working Group in place with workstreams to understand need via whole school send audit and develop a targeted training programme with schools. |
| 1.2.4 | Natasha Lloyd-Lucas | Map demand and capacity of Speech and Language Therapy and Occupational Therapy Services to address any gaps in support in the neurodevelopmental pathway. | August 2022 | | Working in collaboration with WCC, development of an action plan has commenced in preparation for 1st steering group on 17 th March. Initial workshop ran by I Can, on behalf of WCC 3 rd February. Range of stakeholders invited across health, education, social care and others. Focus of workshop was on reviewing our current service against the Early Intervention Foundation maturity matrix: Speech, language and communication in the early years, a self-assessment tool to support a system-wide approach to improving outcomes for children in the early years, with a focus on speech, language, and communication skills. |
| 1.2.5 | Michelle Rudd | 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. | March 2023 | | On track – Skills audit of CYP MH staff will commence as planned in April 2022. |

Area 2: The fractured relationships with parents and carers and lack of clear communication and co-production at a strategic level

| Focus area | Lead | Action | Completion Date | Progress | Lead | Comments |
|---|---------------------|---|---|----------|------|--|
| 2.1 Strengthen relationships with parents and carers | | | | | | |
| 2.1.1 | Sam Craven, Jo Mann | Co-produce a framework to strengthen relationships with parents and carers. | June 2023 | | | See actions below. |
| | | <p><i>100% of SEND and Inclusion Service Staff (c.250) attend Restorative Practice training, with further ambition to train health sector staff.</i></p> <p><i>100% of CYP and families surveyed have a more positive experience working with WCC officers.</i></p> | June 2023 | | | <p>Intro course – c.100 staff trained (at 9th March). Leading Restoratively - 25th and 31st March for Education Leadership Team. CPD Day 22nd March - applying Restorative Practice. Master Classes for cohorts from June 2022.</p> <p>Experience of CYP and families to be collected via live feedback form to feed into a SEND Power BI Dashboard (by July 2022), being developed with WPCV and linking in with teams and projects.</p> |
| | | <p><i>20% reduction in the number of tribunals registered.</i></p> <p><i>Families report they are more understood, involved, valued and respected.</i></p> | <p>Sept 2022 (March 2022 baseline)</p> <p>December 2022</p> | | | <p>Tribunal baseline data collated and 20% reduction figure set (123 appeals and 231 mediations in 2021). Tribunals Project started in Feb 2022, initially discussion at Co-production and Engagement (C&E) Hub to inform development and shaping of project and engagement plan.</p> <p>Annual Reviews Project started – initial discussion at C&E Hub and WPCV rep allocated. Project should have a positive impact on the number of appeals.</p> <p>Feedback from families to be collected via Live Feedback form, which will replace the Quality Assessment Framework survey, which currently collects data only following the issuing of Final Plan. Live Feedback will enable broader opportunities for families to feedback. Baseline data being established.</p> <p>WPCV Big Survey underway Jan-March 2022, to be repeated in Jan 2023.</p> |
| | | <p><i>80% of SEND staff report an increased understanding of what life is like for families with SEND ((via focus groups).</i></p> <p><i>'You said, we did' in response to learning from feedback.</i></p> | December 2022 | | | Increase promotion for WPCV to help increase membership. Close links established with Communities Team; attended Nuneaton networking event 16 th Feb. |

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| | | | | | CPD session on co-production to include exploration of what life is like for parent carers and importance of critical reflection. |
| | | <p>20% reduction in complaints.</p> <p>'You said, we listened' & 'You said, we did' in response to learning from feedback.</p> | December 2022 | | <p>Baseline for complaints established (100 complaints/year). New complaints system in progress to replace Contact Us. The process in SEND needs to be more Restorative, less paper based/listening more/face to face. Complaints passed between service needs closer examination – the group are looking to establish with management clear expectations e.g., 121 meetings to ensure complainants feel understood and listened to.</p> <p>Workshop arranged to review the process and identify areas for improvement.</p> <p>'You Said We Did': Maintaining a log of all changes introduced from feedback received. Feedback to come to WSoA meeting then to Round Table meetings and Co-production & Engagement Hub.</p> |
| 2.2 Develop an effective approach to communication with parents and carers | | | | | |
| 2.2.1 | Lisa Mowe, Sam Craven | Co-produce a Corporate Framework an agreed communications approach between WCC, CCG and WPCV. | September 2022 | | SEND WSoA Comms Strategy in place. See actions below. |
| Impact Measures: | | | | | |
| | | 100% of key stakeholders are aware of the Communication Strategy and Action Plan. | Sept 2022 | | WSoA comms strategy and action plan agreed, re-shared with SEND Steering Group 11 th March. All external communication is discussed at the Change Hub and Steering Group (both attended by WPCV). Communication methods are outlined in a Themed Planner e.g., newsletter, local offer, webinars, events. |
| | | 100% increase in communication and engagement activities achieved with CYP and their families (measured through webinars, social media etc.). | February 2022 | | Survey on how to communicate with CYP and families (Dec.2021) has identified improvement areas. Joint planning meetings in place with SEND Comms, CCG and WPCV to co-ordinate quality, accessibility and appropriateness for target audience. |
| | | 100% of CYP and their families surveyed report communication is good or better. | April 2022 | | Via the live feedback form. Annual WPCV to be undertaken. Baseline to be established in WPCV survey (ends on 13 th March). Feedback forms being utilised for individual engagement events. |
| | | <p>A minimum of 80% of schools understand the range of services and how to support families.</p> <p>80% of parent carers are confident that schools understand the range of services and support for families.</p> | May 2022 | | <p>Develop and maintain clear Local Offer that directs families to relevant services. Create improved link with FIS and SEND (FIS now attend Change Hub). Create an electronic newsletter for SENCOs network.</p> <p>Review and improve Heads Up newsletter (40% open rate).</p> |

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| | | | | | <p>RB and SC attended primary SENCO network 17/2/22 - baseline of understanding of SEND services 6.3 out of 10 and confidence in supporting families 6.9 out of 10.</p> <p>RB, SC and MR attended secondary SENCO network 8th March. Baseline of understanding of SEND services 5.3 out of 10 and confidence in supporting families 6 out of 10.</p> <p>LS in process of setting a series of briefing sessions for schools about the Local Offer.</p> <p>Area 1 is developing an Info and Advice booklet and webpages to enable awareness about support and resources relevant to neurodiversity.</p> |
| | | <i>100% of families consider they are heard and services are better informed by feedback.</i> | September 2022 | | Live feedback form being developed to integrate all feedback across SEND. |
| 2.3 Develop a whole system approach to co-production | | | | | |
| 2.3.1 | Shinderpaul Bhangal, Sam Craven | Develop a Co-production Strategy with key stakeholders and the WPCV. | December 2022 | | Overall progress is all on schedule with detail shown below: |
| Impact Measures: | | | | | |
| | | <i>100% of WPCV and WCC reps surveyed report that the Co-production and Engagement Hub has increased strategic co-production with parents.</i> | April 2022 (with review milestones in July and December 2022) | | Engagement and co-production Hub fortnightly meetings with WPCV in place. 3 or 4 items considered fortnightly and 3-5 WPCV reps involved. The effectiveness of engagement and influence of WPCV is recorded in Excel and a log of requests is kept. Feedback from parent carers is positive to date with joint evaluation planned from April 2022. |
| | | <i>100% of WPCV and CYP surveyed report increased levels of participation and influence in the development and implementation of projects (space is created, voice is enabled, audience is provided, and influence is demonstrated).</i> | April 2022 | | WPCV have a new meeting feedback form which will help illustrate influence on projects. WCC and WPCV to keep a log of influence. Round Table can offer this evidence (two meetings held so far). Space created – increased opportunities and earlier in the project. Voice enabled – new parent carers have attended the C&E Hub and an extra 30 mins added to the start of the meeting to support new members readiness to engage. Audience provided – Senior Leaders have attended C&E Hub– including Mark Ryder, Nigel Minns and John Coleman. Round Table discussion enable discussion about feedback and actions to be taken. Influence is demonstrated - The views of parent carers shared in the C&E Hub inform project development. |
| | | <i>100% of CYP surveyed report they are engaged and listened to (space is created, voice is enabled, audience is provided, and influence is demonstrated).</i> | May 2022 | | Form co-produced for young people to register. 7 CYP have expressed an interest to date. Extend invite at |

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| | | | | | Warwickshire Youth Conference 21st April. Establish and maintain a "You said, we did" log. Round Table can offer this evidence. |
| | | <i>100% of SEND and Inclusion Staff attend co-production training (c.250). 100% of attendees report increased awareness, understanding and application of Co-production Strategy and approaches.</i> | September 2022 | | Co-production Strategy to be informed by CDC workshops (3 sessions booked in Feb/March). Explore and develop Charter. Session on CPD day 22 nd March will reach large numbers of SEND staff. Participation Team, Education Services and WPCV to commission service to deliver training. Define roles for "Change Champions", followed by recruitment and training. |
| 2.3.2 | Shinderpaul Bhangal | 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. | December 2022 | | Participation Team WCC, WPCV and CYP to identify operational and strategic levels. WPCV & CYP to have access to Restorative Practice Training and Recruitment and Selection training. Engaging in preparation for recruitment. Coproduction and Engagement Hub request form will be used for recruitment requests. Ensuring that remuneration arrangements are clear and consistent with one policy that has been coproduced proposed - funding confirmation is awaited. Participation Team to issue Microsoft Forms survey link post recruitment to gauge feedback of satisfaction levels. |
| 2.3.3 | Shinderpaul Bhangal | 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. | December 2022 | | Assistant Directors have agreed the approach, detailed plans to be established with Commissioning and Participation Team. Ensuring that remuneration arrangements are clear and consistent with one policy that has been coproduced proposed, funding confirmation is awaited. Participation Team and Commissioning identifying activities anticipated and to be inspected by young people and parent carers for 2022. Participation Team, WPCV and CYP to commission parent and young person inspector training, initially for WPCV and young people's forum. Managers to issue Microsoft Forms survey following commissioning process/inspections to gauge feedback. |

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

| Focus area | Lead | Action | Completion Date | Progress | Comments |
|---|---|---|-------------------------|----------|--|
| 3.1 Improve mainstream school leaders' understanding of why the placement of some children needs to be addressed | | | | | |
| 3.1.1 | Matt Biggs, Darren Barrow, Tracey Underwood, Debbie Hibberd | <p>Set up an Inclusive Schools Consortia Working Group to co-produce an Inclusion Action plan in primary and secondary schools (in collaboration with Area 4).</p> <p><u>Notes:</u> Any reference to 'Consortia' includes Primary and Secondary area networks. 'Inclusion Framework' refers to the new model of inclusion being developed in the Rugby trial. 'Inclusion Charter' refers to an agreement with schools outlining the vision and principles for inclusion.</p> | March 2022 - April 2023 | | <p>10 out of 17 consortia (59%) have nominated Change Agents and 17 Change Champions in schools nominated so far, discussions are ongoing (deadline is end of March).</p> <p>Areas yet to nominate: Bedworth, Nuneaton/Hartshill, Stratford/Henley/Studley, Bidford/Alcester, Warwick/Southam, Rugby Area Secondary Heads, and South Warwickshire Education Partnership.</p> <p>Terms of Reference for change agents/champions has been drafted to be shared with change agents.</p> <p>Rugby Inclusion Framework for Schools trial progressing well. 100% of schools involved have signed a Memorandum of Understanding (17 schools). All schools have completed SEND reviewer training and are carrying out peer to peer audits by Easter. Monthly supervision sessions are taking place and a SENCO helpline set up. Baseline data from parent carers, staff and young people is being collated via surveys and focus groups.</p> <p>Whole School SEND Audit team (from NASEN) attending Head Teachers conference 9th March to present audit tool.</p> |
| 3.2 Ensure an ongoing sustainable model for inclusive practice to ensure the correct placement of children and young people with EHC plans | | | | | |
| 3.2.1 | Matt Biggs, Darren Barrow, Margot Brown | Implement a sustainable Inclusion model to ensure the correct placement of children with EHCP plans (in collaboration with Area 4). | July 2022- May 2023 | | Initial meeting held between Marie Rooney (SEND) and Debbie Hibberd (School Improvement). |

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

| Focus area | Lead | Action | Completion Date | Progress | Impact | Comments |
|---|--------------------------|---|-----------------|----------|--------|---|
| 4.1 Increase knowledge and confidence of primary and secondary school staff in meeting the needs of CYP with SEND | | | | | | |
| 4.1.1 | Marie Rooney, Sue Casey | 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). | March 2023 | | | <p>The Joint Working Group to deliver Areas 3 and 4 with representatives from health, education, social care and parent carers has met four times. Terms of Reference, scope and workstreams agreed.</p> <p>Initial data and information gathering has commenced on training and inclusion in schools. Learning needs analysis of SEND staff carried out to inform the basis of an internal training plan with Continuing Professional Development days arranged on 22nd March and 11th July 2022.</p> <p>Reps from Whole School SEND Audit regional team have joined the working group to provide support and are presenting at Head Teachers conference 9th March.</p> <p>Additional capacity being sought to lead workstreams - role scoped out and attended Grading Panel 3rd March, to be advertised w/c 14th March.</p> <p>Surveys with staff, parent carers and CYP to ascertain a baseline are underway as part of the Rugby pilot.</p> <p>Briefings with School Governors planned for May 2022.</p> |
| 4.2 Utilise 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 | | | | | | |
| 4.2.1 | Marie Rooney, Matt Biggs | 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). | May 2023 | | | Initial meeting held between Marie Rooney and Debbie Hibberd (School Improvement). |

Area 5: The quality of the online local offer

| Focus area | Lead | Action | Completion Date | Progress | Impact | Comments |
|--|---------------------|--|-----------------|----------|--------|--|
| 5.1 Ensure the quality of the online local offer is fit for purpose | | | | | | |
| 5.1.1 | Jo Rolls | Re-design and update the online local offer working with children and young people, parents, carers and professionals. | February 2022 | | | <p>New local offer webpages launched 13th October 2021, developed with parent carers, young people and professionals. 51% increase in visitors to local offer webpages - 2654 visits post launch (Nov. 2021) compared with 1753 visits pre-launch (Sept. 2021).</p> <p>January 2022 continued to see above average usage of the local offer with 63 average daily views in comparison with the average daily views figure for Jan 21 – Jan 22 which is 51 average daily views.</p> <p>40% of visitors leave the landing page without progressing further at Jan-Feb 2022 (compared with 41% in 2021).</p> |
| 5.1.2 | Jo Rolls, Linda Saw | Launch and promote the new online local offer to it is clear to everyone what is available in the local area. | December 2022 | | | <p>51% increase in visitors to local offer webpages in November 2021 (as above). Promotion of new local offer webpages social media, WCC newsletters, email signatures, media releases, WCC news stories, communications shared with partners, promotion via SENDIAS and WPCV, Heads Up newsletter to schools, head teachers conference and presentations to schools.</p> <p>January 2022 saw 1944 total page views for the local offer which is higher than the average total page views for the local offer, Jan 21 – Jan –22, as this figure is 1581. <i>NB next milestone for reporting is July 2022.</i></p> <p>Landing page has been improved with feedback from WPCV, including an explanation of the local offer and promotion of SENDIAS.</p> <p>60% of feedback on landing page is positive to date (6 out of 10 comments). However, most are about services rather than the LO website itself. Positive comments on the website include the inclusion of the SEND Search facility, and interest in the inspection and the positive work being promoted around it. The flyer is in progress. Reachdeck accessibility tool has been purchased and promoted on</p> |

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| | | | | | <p>the LO Facebook page.</p> <p>Training for professionals planned in April. Feedback from children, young people, parent carers and professionals on using the local offer and increased understanding to be confirmed (due June 2022).</p> <p>Posters and leaflets being designed currently (due April 2022) to display at schools, Children and Family Centre's and GPs.</p> |
| 5.1.3 | Linda Saw | Develop and maintain the local offer webpages to ensure information is fit for purpose and kept up to date. | December 2022 | | <p>Feedback form included on local offer webpages, positive feedback provided to date (as above).</p> <p>Local offer is currently up to date and continues to be marketed so that CYP, parent carers and professionals are aware of it, continue to use it and find it helpful.</p> <p>New Warwickshire SEND local offer Facebook site launched on 17th February 2022 and includes promotion of the local offer webpages.</p> <p>Resource currently in place to maintain webpages. Contact points to be established in each service to ensure the local offer is kept up to date (due May 2022).</p> |

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

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

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

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| 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

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| 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.

Section 4 - Glossary

| Abbreviation | Definition | Abbreviation | Definition |
|---------------|---|--------------|--|
| AAG | Area Analysis Group (schools) | DMO | Designated Medical Officer |
| AATI | Attachment and Trauma Informed | DSG | Dedicated Schools Grant |
| ABP | Area Behaviour Partnership | DSL | Designated Safeguarding Lead |
| ACEs | Adverse Childhood Experiences | DSW | Designated Social Worker |
| ADHD | Attention Deficit and Hyperactivity Disorder | EDT | Emergency Duty Team |
| AEP | Alternative Education Provision | EET | Education Entitlement Team |
| ALDAAR | Autism & Learning Disability Admission Avoidance Register | EET | Education Employment Team |
| ALT | Acute Liaison Team | EHCP | Education, Health and Care Plan |
| AP | Alternative Provision | EHCna | Education Health and Care needs assessment |
| ASC | Autistic Spectrum Condition | EHE | Elective Home Education |
| ASD | Autistic Spectrum Disorder | EMTAS | Ethnic Minorities and Traveler Achievement Service |
| AQA | Assessment and Qualification Alliance | ENAS | Extended Non-Attendance at School |
| BSL | British Sign Language | EP | Educational Psychologist |
| CAMHS | Child and Adolescent Mental Health Service | EPS | Educational Psychology Service |
| CCG | Clinical Commissioning Group | EY | Early Years |
| CCN | Community Children's Nursing | EYFS | Early Years Foundation Stage |
| CETRs | Care Education Treatment Reviews | FAP | Fair Access Protocol |
| CHC | Continuing Health Care | FE | Further Education |
| CHSWG | Children's Hearing Service Working Group | FIS | Family Information Service |
| CIN | Child in Need | FLT | Flex Learning Team |
| ciN | Communication and Interaction Needs | FTE | Full-Time Equivalent |
| CLA | Child(ren) Looked After | GCSE | General Certificate of Secondary Education |
| CLDT | Community Learning Disability Team | GLD | Good Level of Development |
| CORC | Child Outcomes Research Consortium | GP | General Practitioner |
| COVID | Coronavirus Disease | GRT | Gypsy Roma Traveller |
| CQC | Care Quality Commission | HCP | Healthy Child Programme |
| CVS | Community Voluntary Sector | HELAC | Health Looked After Children |
| CWCCG | Coventry & Warwickshire Clinical Commissioning Group | HI | Hearing Impairment |
| CWD | Children with Disabilities | HV | Health Visitor |
| CWDT | Children with Disabilities Team | IPBS | Intensive Positive Behaviour Support |
| CWPT | Coventry and Warwickshire Partnership Trust | IDACI | Income Deprivation Affecting Children Index |
| CYP | Children and Young People | IDS | Integrated Disability Service |
| DCO | Designated Clinical Officer | IEP | Individual Education Plan |
| DfE | Department for Education | IHCP | Health Care Plan |
| ILACS | Inspection of Local Authority Children's Services | RWM | Reading, Writing and Maths |
| ILEAP | Inclusive Leisure Education Activity Project | SDQ | Strengths and Difficulties Questionnaire |
| ISP | Independent Specialist Provision | SEF | Self-Evaluation Framework |
| IST | Intensive Support Team | SEMH | Social, Emotional and Mental Health |
| JSNA | Joint Strategic Needs Assessment | SEN | Special Educational Needs |

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|-------------|--|----------------|--|
| KPI | Key Performance Indicator(s) | SEND | Special Educational Needs and Disabilities |
| KS | Key Stage | SENDAR | SEND Assessment and Review Service |
| LA | Local Authority | SENCO | Special Educational Needs & Disabilities Coordinator |
| LD | Learning Disability | SENDIAS | SEND Information and Advice Service |
| LGA | Local Government Association | SENS | SEND Support |
| LTP | Local Transformation Plan | SICP | SEND and Inclusion Change Programme |
| MASH | Multi-Agency Safeguarding Hub | SN | School Nurse |
| MEG | Multi-Agency Panel (Health) | SPA | Single Point of Access |
| NDTI | National Development Team for Inclusion | SRS | Session Rating Scale |
| NEET | Not in Education, Employment or Training | STS | Specialist Teaching Service |
| NHS | National Health Service | SWFT | South Warwickshire Foundation Trust |
| ORS | Outcome Rating Scale | TCP | Transforming Care Partnership |
| OT | Occupational Therapy | VCS | Voluntary Community Services |
| PACT | Paediatric Autism Communication Therapy | WCC | Warwickshire County Council |
| PCF | Parent Carer Forum | WinckS | Warwickshire Inclusion Kitemarking Scheme |
| PEP | Personal Education Plan | WYJS | Warwickshire Youth Justice Service |
| PVI | Private, Voluntary, and Independent | YP | Young Person |
| QoL | Quality of Life | | |