

Appendix B: Warwickshire SEND Self-Evaluation

Strengths	Areas for Improvement	
<i>Identification of need</i>		
Performance on issuing EHC plans within 20 weeks has significantly improved	The processing of EHC plan annual reviews is to be more consistently applied	Monitoring performance; targeting Year 9 reviews
Robust processes and panels in place to ensure fairness and consistency (eg. EHC Panels, Continuing Care Panel)	Proportion of decision not to assess is comparatively high.	Review of decisions to assess process as part of case reviews in December 2019 – February 2020
There are effective systems of identifying additional needs in early years (eg. health visiting, child development service)	Ensuring learners with EHC Plans are attending an educational setting, and where learners missing education, to return them to an educational setting quickly.	Although low, the number of children out of school remains a concerns. This is monitored weekly.
Waiting times for Core CAMHS have reduced significantly in last 12 months following the commissioning of a blended service provision	Waiting lists for ASD (neuro-developmental pathway) are too long	Coventry & Warwickshire Partnership Board monitoring progress on neuro-developmental pathway
<i>Effectiveness of provision</i>		
There is increased state-funded educational provision of specialist special schools (210 places), expansion of special schools (140 places) and SEND Resourced Provisions (98 places); future sufficiency has been forecasted in the needs assessment leading to the purchase of the Pears site	Too many children are educated in independent specialist provision	Task and finish group plan focussing on alternatives to independent specialist provision.
Warwickshire Inclusion Kitemarking Scheme promotes inclusion from early years. 54 settings/childminders have been awarded the kitemark.	Our schools are inconsistently inclusive, with inconsistent application of a graduated response leading to less than 50% of children with EHC plans in mainstream schools.	A new strategy with 'Promoting Inclusion' as the first priority approved in April 2019. SEN Provision Matrix being updated. Inclusion Toolkit launched April 2019.
There are established processes for identifying appropriate support through Early Help & Social Care (Thresholds for Intervention, Stepped Approach) and SEN Support & EHC Plans (SEN Provision Matrix)	For those children and young people who do not meet thresholds, further clarity is needed on the Early Help offer particularly for learners with ASD/SEMH	Early Help strategy is in place, the delivery plan is in development.
Children with Disabilities Resource Panel introduced in 2018 for consistency in decision-making.	Social care offer lacks clarity for children with disabilities, particularly for children with ASD/SEMH	Clarity on service responsibilities to be documented and agreed

Community health services for children and young people at South Warwickshire NHS Foundation Trust were judged outstanding by CQC	Joint working practice is requires further development: advice from some social care and health teams not routinely included in EHC plans	Single point of contact for social care, CWPT and SWFT. Training in writing advice for EHC plans has been rolled out during 2018/19.
The reduction of young people in mental health inpatient beds with a learning disability and/or autism due to collaborative work on the transforming care project.	Local Offer homepage is corporate and unwelcoming	Commissioned support on the Local Offer webpages in December 2019 to ensure Warwickshire demonstrates best practice
Community Children's Nursing team use outcome focussed approach. Robust training system and trainers within the team to train TAs to support children with medical issues at school enabling a quick return or entry to school.	Relationship with Parent Carer Forum could be improved; evidence of co-production with young people needs sharing	Work with Contact to improve ways of working with Parent Carer Forum; gathering evidence of work with young people
<i>Delivering outcomes</i>		
Positive education outcomes for young people with SEND (above national average); All 7 generic special schools are judged good by Ofsted	Permanent exclusions of children with SEN Support are high, but reducing	Local authority representatives to attend Governor Disciplinary Committee where a child has SEND; reduction in exclusions 2019. Plans for AP Free School.
57 supported internships have been offered in 2019/20; an employers forum (Supported Employers Inc) has been launched increasing engagement with employers.	Transition across social care and health services is underdeveloped; the social care transitions teams has taken positive steps forward, but staff turnover has led to negative experiences	A Preparation for Adulthood strategy is to be agreed
Ready Steady Go pilot has positive early feedback	Reporting on outcomes in health and social care requires development	Social care and CAMHS indicators and being regularly reported from 2018; health outcome measures still in development
<i>Leadership & Governance</i>		
SEND & Inclusion Board arrangements bringing leaders of different stakeholder together	There is significant financial pressure/overspend on the High Needs Block and SEN Transport	Action plans presented to Schools Forum and Corporate Board and agreed
SEND & Inclusion Strategy agreed for 2019-2023	Joint commissioning could bring change about more quickly	Joint Commissioning action plan in place and monitored
	Further workforce development required for a 'Whole School SEND Approach'	Working groups in place; exploring options for developing a network of LLEs