



## SEND & Inclusion Delivery Plan 2019-20

The [SEND & Inclusion Strategy](#) is to be delivered through this delivery plan. The document below sets out key activities and performance measures identified in the strategy, the full delivery plan, and the working groups delivering the plan.

### Key measures and activities (as set out in the SEND & Inclusion Strategy)

Activity	Measure	Expected change	Baseline January 2019	Latest December 2019	Rationale
<b>Promoting Inclusion</b>					
To ensure we are identifying need and promoting inclusion from an early age, by working with our early years settings to achieve best practice	Number of early years settings awarded kitemark (WinCKS)	To increase	40	54	The more early settings meet best practice standards the better we will be at identifying support before school
To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs	SEND Provision Matrix reviewed and re-published	To complete	Engagement phase schools completed on changes to make to existing guidance (Summer 2019)	Updating content and identifying best practice resources with stakeholders (Autumn tem 2019)	The SEND Provision Matrix provides clear guidance on how needs should be met locally
To establish more resourced provisions and/or specialist partnerships in mainstream settings, providing a bridge between mainstream and specialist provision	Number of places at Resourced Provisions or Partnerships	To increase	92 places created; 48 utilised	98 places created; 70 utilised	A broader spectrum of educational provision is required to meet local needs
<b>Getting it Right for Learners with High Needs (School Age)</b>					
To improve the timeliness of issuing EHC plans (within 20 week statutory timeframe)	% of new EHC plans issued within 20 weeks, including exceptions	To increase	52% (Oct-Dec 2018)	90% (Sep-Nov 2019)	Improve the timeliness of issuing EHC plans
To expand state-funded specialist provision where possible (including specialist partnerships)	Number and % of learners with EHC plans in	To increase the number in mainstream and	School age (R-Yr11) 43% Mainstream 44% Special (state-funded)	School age (R-Yr11) 43% Mainstream 46% Special (state-funded)	If the local offer is meeting demand, the percentage of learners in mainstream and



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	mainstream, specialist and independent specialist settings	state-funded specialist settings, reducing the number of learners in independent specialist settings	7% Independent Specialist Provision 2% Other  (January 2019)	8% Independent Specialist Provision 3% Other  (November 2019)	settings should increase. Whilst the number of state-funded specialist places will increase, the overall proportion of learners in specialist education should decrease, as a result of fewer learners in independent settings
<b>Improving health and social care for learners with SEND</b>					
To agree a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services	Joint commissioning plan published	To complete	Joint Commissioning Plan agreed (March 2019)	Regular monitoring by Joint Commissioning Board	Joint working can only take place if the local offer of services meets local needs. A joint plan is needed to address current gaps in provision.
To develop further the joint processes for the delivery of support, particularly for those requiring support at Early Help	Early Help Strategy delivery plan published and monitored	To complete	Early Help Strategy approved by Council in December 2018	Early Help Delivery Plan drafted	Better support and joint working through early help should prevent children and their families escalating to crisis support
To deliver improved support for social, emotional and mental health through in-school support and the delivery of commissioned mental health services (eg. Rise)	% of referrals to Rise with a first appointment within 18 weeks	To increase	95%	95%	This is one of a collection of measures for the Rise service
<b>Preparing for Adulthood</b>					
Maximising the use of local specialist provision at post-16 and differentiating that provision	Number and % of post-16 learners with EHC plans in local and independent specialist settings	To increase the percentage in local settings, reducing the percentage of learners in independent specialist settings	5.9% (Jan 2019)	5.9% (November 2019)	If the local offer is meeting demand, the percentage of learners in local post-16 provision should increase with a reduction of learners in independent specialist settings



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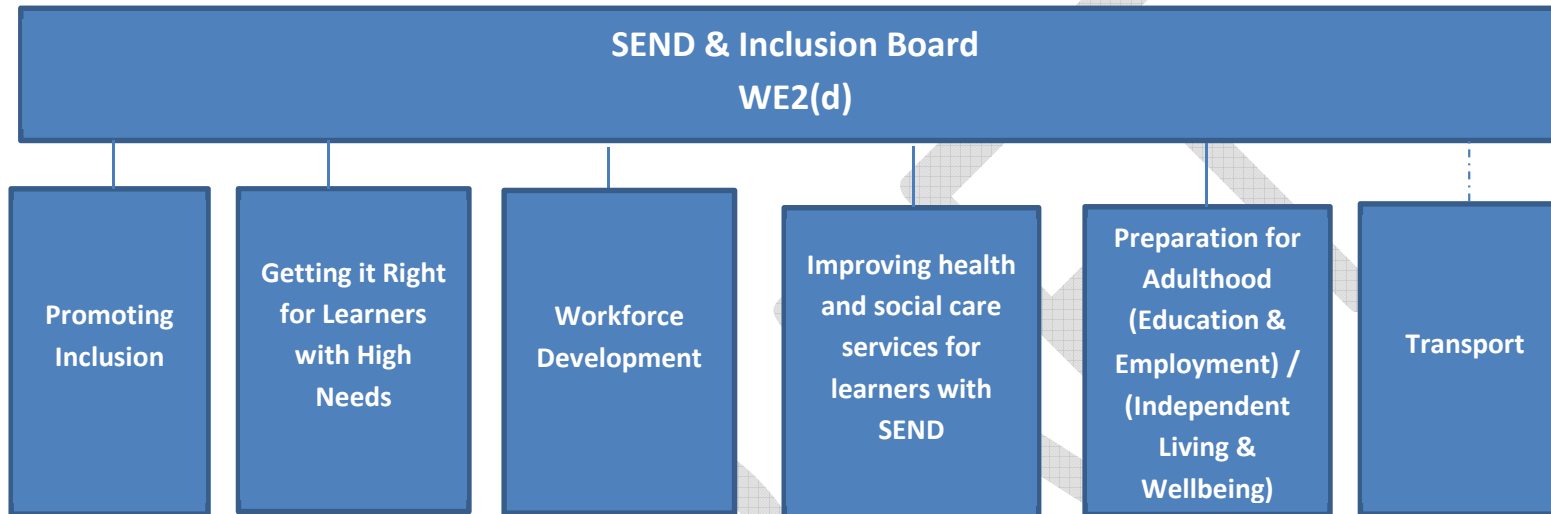
To improve transition planning from year 9 onwards for learners with an EHCP	Number of EHC plans amended following the Year 9 review	To increase	18% (January 2019) 50% (July 2019)	15% (Sep-Nov 2019)	The more EHC plans are reviewed in Year 9 and amended, the more likely it is that planning has taken place for life after school.
To work with employers, schools and colleges to increase the offer of supported internships	Number of supported internships offered	To increase	32	57	The more supported internships offered in the County, the better the opportunities for paid employment post-education for our learners with high needs
<b>SEND Transport</b>					
To improve the quality of specialist transport by undertaking risk assessments for learners with high need and for learners with newly issued EHC plans (as per the Home to School Transport Policy) and ensuring timeliness of decision-making	Number of transport risk assessments taken for learners with EHC plans	To increase	144 (2018/19 academic year)	379 (total)	The use of risk assessment will improve the quality of transport for our learners with high needs and ensure the implementation of the local home to school transport policy
To increase independent travel training to give young people the life skills to travel independently.	Number of young people successfully completing independent travel training	To increase	14 (2017/18 academic year)	19 (2018/19 academic year)	Using transport is a life skill, preparing young people for adulthood and reducing dependence on transport assistance
<b>Workforce development</b>					
To work with schools to develop a 'whole school' approach to supporting learners with SEND, so that the workforce is suitably trained and confident.	Approach to workforce development agreed with schools.	To complete	Range of training offered, both traded and subsidised	New approach to be agreed as part of the outcomes of High Needs Block Task and Finish group	A more confident workforce will be better equipped to deliver a graduated response to needs

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## SEND & Inclusion programme structure

The proposed reconfiguration of the programme board is set out below:



### *SEND & Inclusion Board*

The Board are responsible for:

- Self-evaluation and preparation for inspection
- Efficient use of resources
- Strategy
- Considering DCO reports
- Ensuring co-production and feedback from learners and parents/carers is evidenced at individual and strategic levels
- Improving the use of data



## Promoting Inclusion

Ref	Theme	Actions	Responsible	Timescale	Success in August 2020*	Measuring success in 2023*
KPI	<b>SEND Provision Matrix</b>	Review and update the SEND Provision Matrix (School Age)	EPS lead	April 2020	Updated SEND Provision Matrix in place	A better graduated response leading to a reduction in the percentage of decisions not to assess; Increase in number of children with EHC plans in mainstream
KPI	<b>Support for children with SEND in their early years</b>	Continue to grow the Warwickshire Inclusion Kitemarking Scheme (WInCKS)	IDS 0-5 team	May 2020	Increase in number of providers with WInCKS status	
		Ensure evidence of interventions in early years is documented (eg. case reviews, SEND transformation project)	External commission	February 2020		
	<b>Early Years Transitions</b>	Implement transitions support and funding scheme, engaging Early Help Family Support where appropriate	IDS 0-5 / STS	Autumn term 2019	Number of learners supported to transition into mainstream settings	
	<b>KS1 performance</b>	Investigate reasons for KS1 performance being lower than statistical neighbours	SEND & Inclusion	March 2020		
	<b>Primary to Secondary Transitions</b>	Early identification and screening in Yr5 of learners who may need additional	STS / EPS / SENDAR	July 2020	Percentage of Yr 5 annual reviews processed	Increase in number of children with EHC plans remaining in secondary mainstream



	support for successful transition to secondary mainstream					
<b>Inclusion Quality Mark</b>	Promote the Inclusion Quality Mark (launched April 2019)	STS	July 2020	Number of schools/groups of schools achieving the award		Increase in number of children with EHC plans in mainstream
<b>Children not receiving their educational entitlement</b>	Ensuring children with EHC plans not receiving educational entitlement with have clear plans in place to be receiving education provision	Synergy/ SENDAR/ EET	July 2020	Reduction in number of children with EHC plans missing out on educational entitlement and reduction in the length of time out of school		
	Ensure parents are informed of their child's entitlement to education	SENDAR/ SENDIAS	March 2020			
<b>Championing the excluded learner and providing challenge and support to schools</b>	Prevent exclusions through new primary hub model for preventing exclusions and quality assurance of alternative provision	SEND & Inclusion / EET	July 2020	Reduction in permanent exclusions of children with SEN Support/EHC plans		
	Attend Governor Disciplinary panels for learners with SEND		July 2020	Reduction in permanent exclusions of children with SEN Support/EHC plans		
<b>KPI Establish Resourced Provision &amp; Specialist Partnerships</b>	To continue with the current programme of development to develop an additional places and bases	SEND & Inclusion	July 2020	Number of SEND Resourced Provision places available		Reduction in use of independent specialist provision and associated costs
	To ensure utilisation of Resourced Provision	SEND & Inclusion	July 2020	80% utilisation of resourced provision		Reduction in use of independent specialist provision and associated



					costs
<b>Nurture provision</b>	Establish SLA for Nurture Provision (where joint working between mainstream and special)	SEND & Inclusion	Dec 2019	Number of learners funded for joint mainstream/special nurture provision	
<b>WISSP &amp; Mental Health Trailblazers</b>	Delivering projects to improve universal provision for mental health in schools	School Improvement	July 2020	Schools participating and project outcomes being achieved	
<b>Learners with SEND will attend Outstanding and Good schools</b>	School to school support and traded services offer to focus on improving progress and attainment for learners with SEND	Schools	July 2020	Percentage of children with EHC plans attending outstanding or good schools	
<b>As part of the Nuneaton Strategy to embed best practice in SEND</b>	SEND & Inclusion practice included in Nuneaton Strategy plan	School Improvement	Ongoing	To ensure that in a drive to improve standards, learners with SEND are included	
<b>Educational outcomes for children with SEND in Warwickshire at age five, seven, eleven and sixteen will at least match the national figure for SEND.</b>	School to school support and traded services offer to focus on improving progress and attainment for learners with SEND	Schools	July 2020	Attainment and progress data will meet or exceed national averages	
<b>Communications strategy for promoting inclusion</b>	Communications through SEND Voice, social media, newsletters and events	SEND Board Development Manager	Ongoing		



### Getting it Right for Learners with High Needs (School Age)

Ref	Theme	Actions	Responsible	Timescale	Success in August 2020*	Measuring success in 2023*
<b>KPI</b>	<b>Timeliness of EHC plans</b>	Improve the percentage of EHC plans issued within 20 weeks of request	SENDAR	July 2020	Sustained quarterly performance at 90%	Sustained quarterly performance at 90%
	<b>SEND Transformation Project</b>	To review the EHCA request decision making process in light of comparatively high percentage of decisions not to assess	External commission	February 2020	Changes following recommendations	
		To undertake case reviews to identify areas for improving practice	External commission	February 2020	Changes following recommendations	
		To review current patterns of spend and recommendations for change	External commission	February 2020	Changes following recommendations	
		To provide behavioural insights into working practice and recommendations for change	External commission	February 2020	Changes following recommendations	
	<b>Quality of EHC Plans</b>	Improving the quality and timeliness of EHC Plans through quality assurance in Education, Health & Social Care	SENDAR	July 2020	Improvement satisfaction from parents for new EHC plans	
		Include health and social care representatives in moderation meetings	SENDAR	March 2020		
		Run EHC Plan Survey and respond to issues raised	SENDAR / SEND &	December 2019		





		Inclusion			
<b>EHCP Advice</b>	Work with the DCOs/DMO to address training for the local Community Paediatricians regarding health advice and information towards the EHCAs	SENDAR/ DMO	March 2020	Training delivered	
<b>Annual Reviews</b>	Increase the proportion of annual reviews processed by SENDAR, particularly at Years 5 and 9	SENDAR		Increased percentage of annual reviews processed, particularly at Years 5 and 9	Increased percentage of annual reviews processed, particularly at Years 5 and 9
	Establish moderation of annual reviews	SENDAR	July 2020		
	Ensure voice of the young person is included in annual reviews	SENDAR	March 2020		
<b>Peer Review</b>	<i>Deliver recommendations from Peer Review (September 2019) that affect EHC planning</i>		November 2019		
<b>Guidance on admission to specialist settings</b>	Update guidance on admission to specialist settings	SENDAR / SEND & Inclusion	February 2020	Guidance published	
	Ensure guidance is on Local Offer website	SEND & Inclusion	February 2020		
<b>High Needs Task and Finish Group</b>	<i>Deliver recommendations from High Needs Task and Finish Group (expected October 2019)</i>				
<b>KPI Special School Expansion</b>	Complete expansions at Oak Wood Academies and Exhall	SEND & Inclusion	October 2019	Increase in specialist places available in state-	Reduction in use of independent specialist



	Grange School and Science College			funded provision	provision
	Establish a new special school	SEND & Inclusion	January 2021	Increase in specialist places available in state-funded provision	Reduction in use of independent specialist provision
	Develop proposals to facilitate expansion of other special schools	SEND & Inclusion	July 2020	Increase in specialist places available in state-funded provision	Reduction in use of independent specialist provision
<b>Independent Specialist Provision</b>	Undertake Parent and Young Person's ISP survey	Commissioning	Oct 2019	Improved satisfaction with ISP	
	To ensure robust management of ISP contracts	Commissioning	Ongoing	Compliance with contract monitoring and quality assurance visits	Ensure value for money from placements
	New model and reviewed contract management capacity, to ensure that there is a cyclical review of contracts and provision starting with the highest cost	Commissioning	Ongoing		



**Improving health and social care services for learners with SEND**

Ref	Theme	Actions	Responsible	Timescale	Success in August 2020*	Measuring success in 2023*
<b>KPI</b>	<b>Early Help</b>	Publication of Early Help Delivery Plan	Early Help	December 2019		
		<i>Early Help Delivery Plan actions that impact on SEND learners</i>				
	<b>Parenting Strategy</b>	Agree a joined up approach to empowering parents (eg. advice and guidance online, training)	SEND & Inclusion; Early Help	December 2019		
	<b>Carers Assessment</b>	New arrangements for Carers Assessment to be agreed and implemented (subject to consultation)	Children with Disabilities Team	April 2020	Agreed new policy	
	<b>MASH &amp; Safeguarding teams</b>	Work with MASH to ensure SEND (including SEMH) are handled appropriately with clear messages to parents	Children with Disabilities Team / MASH	December 2019	Agreed new process	
<b>KPI</b>	<b>RISE Implementation Plan</b>	Maintain low waiting times for referral to first assessment	Rise	Ongoing	Maintain low waiting times for referral to first assessment	
		Plan for reducing waiting times for ASD diagnosis	Rise	<i>Tbc</i>	Reduced waiting times for ASD	
	<b>Disability Register</b>	Launch disability register	SENDIAS	October 2019	Meet statutory duties	
	<b>Transforming Care</b>	Multi-agency development and	WCC/CCG	<i>Tbc</i>	Reduction in number of young people in mental health	



	contribution to processes			inpatient beds
<b>Residential/short stay social care provision</b>	Development of residential/short stay social care provision inside County border	WCC Commissioning & Social care	January 2021	Reduce number of children with SEND being moved outside the County border to residential settings
<b>KPI Implementation of Joint Commissioning Plan</b>	<i>Implementation of projects below; to be monitored by Joint Commissioning Board</i>			
<b>Occupational Therapy including Sensory Based Assessments and Interventions</b>	Agreed business case followed by service redesign and new service offer	CCGs/WCC	October 2019	Improved service offer (reducing gaps in offer)
<b>Equipment, OT, Wheelchair, Respiratory Physio (group)</b>	Propose how to commission services in the future (as a group) (Followed by re-specification)	CCGs/WCC	tbc	
<b>Speech and Language Therapy</b>	Review specification and SLA	CCGs/WCC /SWFT	March 2020	
<b>Respiratory physiotherapy</b>	Review of physio priorities and current delivery model	Joint post	Sept 2019	
<b>Short Breaks</b>	New service model and procurement for overnight short breaks services	WCC Commissioning	April 2020	New contract in place
<b>Overnight short breaks</b>	New service model and procurement for overnight short breaks services	CCG & WCC Commissioning	April 2020	New contract in place



<b>Special School Nursing</b>	Report completed. CCG discussing whether it can be incorporated within existing contracts. Currently excludes colleges.	CCGs/WCC	October 2019	New agreement in place
<b>Continence</b>	Business case and implementation of recommendations	SWFT / CCGs	April 2019	New specification in place
<b>Child Development Service</b>	Assurance report on the pathway; To be considered as part of the wider Autism Strategy and review of all age diagnostic offer.	CCGs/WCC	March 2020	

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**Preparation for adulthood**

Ref	Theme	Actions	Responsible	Timescale	Success in August 2020*	Measuring success in 2023*
	<b>Preparation for Adulthood Strategy</b>	Develop Preparation for Adulthood Strategy across education, health and social care	Interim Service Manager - Children with Disabilities	January 2020	Agreed Strategy in place	
		<i>Deliver Preparation for Adulthood Action Plan as agreed (likely to be a series of health and social care task and finish groups)</i>				
	<b>Feedback from young people and families</b>	Feedback from young adults and families – EHCP exit/cease to a plan interviews to be considered to help inform future work. (Recommendation from Peer Review)	To be agreed	To be agreed		
<b>KPI</b>	<b>Supported internships</b>	Work with employers, schools and colleges to increase the offer of supported internships	Post 16 Leads Group	September 2021	Increase the number of learners on supported internships to 100	Increase number of learners going into employment; reduce the number of EHC plans post 19
		Work with schools and colleges to develop the infrastructure to ensure supported internships are sustainable	Supported Internships Advisor; Post 16 Leads Group	July 2020		
		Develop Employer Forums for promoting Supported	Supported Internships	July 2020	Number of employers attending forums	



	Internships in north and south of the County	Advisor; Skills for Employment			
<b>KPI</b>	<b>Year 9 Reviews</b>	Improving transition planning from year 9 onwards for learners with an EHCP	SENDAR	July 2020	Number of Year 9 annual reviews processed;
	<b>Year 11 Reviews</b>	Improving transition planning from year 9 onwards for learners with an EHCP	SENDAR	July 2020	Number of Year 11 annual reviews processed;
	<b>Post 16 learners not on a school or college roll</b>	Establish arrangements for 'Flex Learners' to be on a school or college roll	SEND & Inclusion	January 2020	Integrate learners back into school/college; Draw down additional post 16 funding
	<b>Maximising the use of local specialist provision at post-16 and differentiating that provision</b>	To increase the percentage in local settings, reducing the percentage of learners in independent specialist settings	SEND & Inclusion	Ongoing	Number and % of post-16 learners with EHC plans in local and independent specialist settings
	<b>PMLD Offer at Post 19</b>	Agree an approach to increase the post 19 PMLD offer (linked with health and social care)	SEND & Inclusion	July 2020	Increase the local state-funded offer for PMLD to reduce the number of post-16 learners in ISP
	<b>Post 16 webpages</b>	Improve the content and navigation of the Local Offer for Post 16 learners	Web team; Participation team	December 2020	Increase use and satisfaction of the Local Offer website



## SEND Transport

Ref	Theme	Actions	Responsible	Timescale	Success in August 2020*	Measuring success in 2023*
KPI	<b>Risk assessment</b>	To undertake risk assessments for learners with high need and for learners with newly issued EHC plans and ensure timeliness of decision-making	Transport Operations	July 2020	Number of risk assessments carried out	Improved quality of transport and improved confidence in use of resources
KPI	<b>Independent Travel Training</b>	Review the model of Independent Travel Training to ensure best use of resources	SEND Board Development Manager	Dec 2019	Business case produced	
		Deliver Independent Travel Training	LIFT	July 2020	Number of young people successfully completing independent travel training	
	<b>Clarify procedure for damage to vehicles</b>	Proposal on new procedure for damage to vehicles by learners with EHC plans	SEND Board Development Manager	October 2019	Agreed procedure	
	<b>Policy review</b>	Review of existing policy with focus on clarifying eligibility and arrangements for SEND	SEND Board Development Manager	November 2019	Review document	
		Public consultation on changes to policy (if applicable) followed by Council agreement	SEND Board Development Manager	April 2020	Revised policy	





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## Workforce Development

To work with schools to develop a ‘whole school’ approach to supporting learners with SEND, so that the workforce is suitably trained and confident.

Ref	Theme	Actions	Responsible	Timescale	Success in August 2020*	Measuring success in 2023*
	<b>Communicating with headteachers</b>	Adoption of Ethical Leadership standards	EET		Number of permanent exclusion and learners with Elective Home Education	
		Series of SEND articles in Heads Up (eg. sensory environments, promoting tools)	SEND & Inclusion	April 2020	Number of articles and visitors to page	
	<b>Informing Governors</b>	Deliver of SEND Governor Training	IDS	Ongoing	Number of school governors receiving training	
	<b>Supporting SENCOs</b>	Termly SENCO networks	IDS /STS SENDAR	July 2020	Attendance at SENCO network meetings	
		Working with teaching schools and developing a model for Specialist Leaders in Education	STS ( <i>to initiate conversation</i> )	July 2020	Number of SENCOs as designated SLEs	
		To work with schools to develop a ‘whole school’ approach to supporting learners with SEND, so that the workforce is suitably trained and confident			Approach to workforce development agreed with schools. To propose recommendations to Schools Forum regarding capacity building	
	<b>Develop capacity in settings through a training offer for staff</b>	Agree training approach to ASD/SEMH ( <i>and follow-on actions</i> )	SEND & Inclusion	December 2019	New approach to be agreed as part of the outcomes of High Needs Block Task and Finish	



in schools	group			
	WCC Training Offer (traded) linked to Provision Matrix	STS / EPS / SENDAR	July 2020	Number of school staff receiving training
	Develop training for NQTs			
	Delivery of SEND audits and subsequent action plans	IDS/STS	July 2020	Number of schools completing audits
<b>Develop capacity in wider workforce</b>	Deliver training on EHC plans and outcomes writing to partner agencies	STS	April 2020	Number of practitioners receiving training

*There is no workstream for workforce development. Instead there are a number of professional groups taking this work forward.*

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## SEND & Inclusion Board

Ref	Theme	Actions	Responsible	Timescale	Success in August 2019*	Measuring success in 2023*
	<b>Self-evaluation and preparation for inspection</b>	To maintain a co-produced SEND local area self-evaluation and address areas identified for improvement	SEND Board Development Manager	Ongoing	Self-evaluation document regularly reviewed and updated	
		Update SEND dashboard and monitor performance	SEND Board Development Manager	Ongoing	Dashboard produced and regularly reported and monitored	
	<b>Efficient use of resources</b>	Monitoring of High Needs Block spend with measures in place to balance budget	Schools Forum / SEND & Inclusion	Ongoing		
	<b>Strategy</b>	Monitoring of SEND & inclusion Strategy Delivery Plan (this document)	SEND Board Development Manager	Ongoing		
	<b>DCO reports</b>	Six monthly reports on health provision and outcomes for learners with SEND	DCO	Ongoing	Reports with actions as required	
	<b>Local Offer webpages</b>	Work with web team, Family Information Service and stakeholders to improve content and navigation Warwickshire Local Offer	SEND Board Development Manager; FIS	Significant improvement by February 2020		
		Work with WCC	WCC Customer	Ongoing	Improved navigation on Local	



	Customer Services on reconfiguration of the online Warwickshire directory	Services		Offer
<b>Co-production and feedback from learners and parents/carers is evidenced at individual and strategic levels</b>	Engage young people through Warwickshire Working Together Network (project based);  Ensure evidence ids gathered from projects	Participation Lead; SEND & Inclusion	Ongoing	Evidence of engaging young people in projects
	To co-produce a development plan with Contact and the Warwickshire Parent Carer Forum	SEND Board development Manager, Warwickshire Parent Carer Forum, Contact	January 2020	Development Plan in place
	Warwickshire Parent Carer Forum representation & network – proposals for expansion	Participation Lead; Warwickshire Parent Carer Forum	December 2019	Evidence of engaging wider group of parents and carers in projects
	Publication of annual Local Offer report	SEND & Inclusion	July 2019	Local Offer report published
<b>Improving the use of data</b>	The use of management information systems to inform and improve best practice	Business Improvement	Ongoing	Confidence in data quality on Synergy
<b>Communications &amp; engagement</b>	Refreshing our approaches to communications and engagement with			New formats for communications and engagement with Children and Young People and Parents



Children and Young People and Parents and Carers. in relation to a substantial change programme ahead.

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