



# Wolverhampton SEND and Inclusion SEF 2024



Wolverhampton  
SEND and Inclusion  
Partnership Board

# Executive Summary

Wolverhampton's vision is to be a highly inclusive City where we work with children, young people with **SEND (Special Educational Needs and Disabilities)** and their families so that they can achieve their full potential. We recognise that all children with SEND are individuals with aspirations to lead their own lives. While life for a child or young person with SEND and their family is anything but ordinary, the ordinary life principles are what extraordinary achievements are built on.

As a partnership, the **Local Authority (LA); Integrated Care Board (ICB); strategic leads for parent carer's voice (Voice4Parents); young people's voice (HY5!)** and our wider key stakeholders on the **SEND & Inclusion Partnership Board**, share a common firm belief that all children and young people (CYP) should have access to good local provision including health and care, to enable every opportunity to thrive, whether this be in education, employment, independent living or participation in their community.

The Local Area has a shared view of our effectiveness in identifying the needs of children and young people, in meeting those needs and in securing good outcomes for children and young people. In Wolverhampton there are many strengths in the system, but we recognise there is still work to do to achieve our goals. We are realistic in our achievements but recognise that the 'lived experiences' of children, young people and their families do not always reflect the improvements that have been made however

there is a strong commitment from all partners to give priority to improvements across all areas of SEND and inclusion so that we enable a culture of belonging and support, ownership, continuous improvement and, co-production of policy, strategy and services.

We are committed to working together to provide continuously improve the quality of our work to secure better outcomes for children with SEND through a clear **SEND & Inclusion strategy**, and fast-paced transformation projects such as the **Local Area SEND & Inclusion Improvement Plan**.

Wolverhampton benefits from a **Designated Medical Officer (DMO), Designated Clinical Officer (DCO), Designated Social Care Officer (DSCO)** and **SEND Leads in both the ICB and Local Authority**, providing a strong health link with the Local Authority. The Joint Strategic Needs Analysis (JSNA) has a rolling programme to update information for commissioning purposes. The SEND analysis within the JSNA has been refreshed in 2023 which underpins the **SEND & Inclusion Strategy**.

The **SEND & Inclusion Strategy for 2023-27** builds on our **SEND Strategy 2020** and the work done since our last Ofsted CQC inspection in 2021. It is recognised that all children with SEND are individuals with aspirations to lead their own lives. Since 2020, Wolverhampton has made good progress in realising the ambitions set out in the strategy, which will be shared throughout the evaluation.

# The SEND & Inclusion Strategy 2024 - 2026

**The SEND & Inclusion Strategy sets out the City of Wolverhampton strategic priorities for children, young people, and young adults aged 0-25 years, with special educational needs and disabilities (SEND) and those with additional education support needs. It builds on our SEND strategy 2020 and the work done since our last Ofsted CQC inspection in 2021.**

It is recognised that all children with SEND are individuals with aspirations to lead their own lives. While life for a child or young person with SEND and their family is anything but ordinary, the ordinary life principles are what extraordinary achievements are built on. The strategy is built on the principles of inclusion which are outlined within the department for Education's (DfE) SEND and Alternative Provision (AP) Improvement Plan 2023 and all partners are committed to developing and embedding an inclusive offer for the children and young people of Wolverhampton.

Our vision is that every child and young person with additional support needs in Wolverhampton lives in an inclusive city where we work together to support them and their families to lead a good quality 'ordinary life' and achieve their full potential. We believe that by working together and co-producing our services with families and communities we will achieve this.

The focus for this strategy is:

- children, young people and young adults with special educational needs and disabilities, where they have a learning difficulty and/or a disability that means they need special education, care and health support. We call this SEND.
- working proactively to accept, understand and cater for the educational support needs of all children, young people and young adults' difference and diversity, that might be related to ethnicity, language, gender, economic, social or emotional difference. We call this Inclusion.
- providing environments that can appropriately meet the needs of children, young people and young adults whether this be at home, in the community or in education, offering the right support in the right place at the right time. We call this provision.



The priorities highlighted in the strategy are adopted from the Department for Education's SEND & Alternative Provision Improvement Plan 2023. The outcomes are based on the inspection standards set out within the SEND Local Area Inspection Framework. The actions reflect the priorities highlighted within this self-evaluation framework to achieve the outcomes.

The strategy and self-evaluation have been co-produced with children, young people and young adults with lived experience, Voice4Parents (our parent carer forum), Wolverhampton Information, Advice and Support Service, early years settings, schools, colleges, frontline practitioners the voluntary and community sector, and the Royal Wolverhampton Trust (RWT), Black Country Healthcare NHS Foundation Trust (BCHFT), Black Country Integrated Care Board (ICB). Public consultation was completed between October and December 2023.

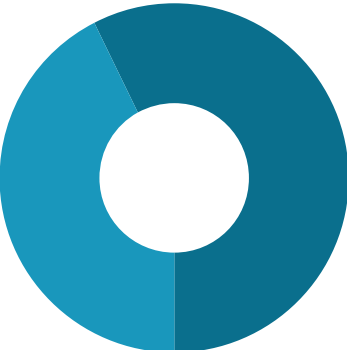
A child and young person guide can be found and downloaded in easy read on the Local Offer.





# SEND in Wolverhampton

According to the 2021 Census, the Wolverhampton population has grown to **264,036** which is an increase of **5.8%** since 2011. The population of England and the West Midlands saw larger increases of 6.6% and 6.2%, respectively. According to the 2021 Census, in Wolverhampton there are **67,404** young people aged between 0-19 years.

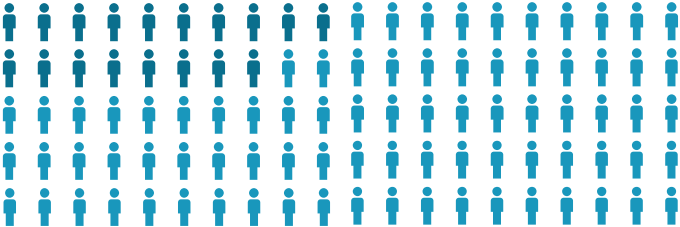
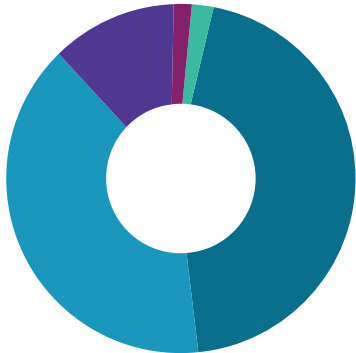


Increase of **12.3** percentage points compared to the 2011 Census.

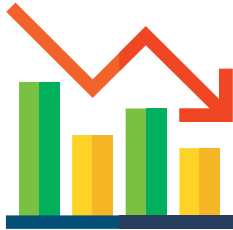
- White British (44%)
- Ethnic Minority (56%)

The distribution of pupils with SEND needs amongst State-funded Schools in Wolverhampton.

- AP School (1%)
- Nursery (2%)
- Special school (11%)
- Secondary school (39%)
- Primary school (43%)



- SEN Support/EHC Plan (18%)
- Non SEN Support/EHC Plan (82%)



In Wolverhampton there is a **strong relationship** with the rate of pupils receiving SEN Support and the index of multiple deprivation (IMD)\* decile that their home resides in. The relationship suggests that there is a **higher rate** of pupils receiving SEN Support in the **most deprived** areas of the city, compared to the more affluent areas. This relationship is not as evident between pupils with EHC Plan and deprivation.

Secondary school pupils with SEND have a high proportion of **moderate learning difficulty** at 25.7%, which is 10.1% higher than the national average. Around 23.7% of SEND pupils have **social, emotional and mental health needs**, compared to 24.7% nationally.



Within primary school age pupils, the most prevalent primary need (2023/24 academic year) is **speech, language and communication** (40.2%); slightly above the national average of 34.8%



Wolverhampton's latest published completion rate for EHC assessments excluding exceptions for 2023 is **75.8%**; this is **above** the national rate of **50.3%**.

Within Special schools, 30.3% of pupils have **autistic spectrum disorder** compared to 36.4% nationally. This is linked to the **local partnership work improving performance** of CAMHS and ASD waiting times.



# Area 1: Children and young people's needs are identified accurately and assessed in a timely and effective way

Strengths	Areas for Development
<ul style="list-style-type: none"><li>• Proactive use of graduated response by schools</li><li>• Improved offers of support while waiting for diagnosis with Children and Adolescent Mental Health Services (CAMHS).</li><li>• Special Needs Early Years assessments are completed within 6 weeks</li><li>• Increasing compliance against the 20-week statutory expectations for Educational, Health &amp; Care Needs Assessment (EHCNA).</li><li>• Significant improvement in timeliness of Section 17 assessments.</li><li>• CYP's strengths are identified and used to reflect aspirations and inform outcomes.</li><li>• Clear communication, support and training is in place for Special Educational Needs Co-ordinators (SENCO)</li><li>• There is transparency of waiting lists for SLT, OT, CAHMS.</li><li>• Continuing Care process identifies appropriate level of health needs following a holistic assessment</li><li>• CAMHS Single Point of Access (SPA) offers support and guidance to practitioners in all settings.</li></ul>	<ul style="list-style-type: none"><li>• Supporting settings to recognise challenging behaviour as an unmet need and develop clear support structures and pathways to support social, emotional or mental health needs.</li><li>• Incorporation of Early SEND offer for Social Care as part of Families First for Children Pathfinder (FFCP) Programme.</li><li>• Ensuring preschool children's SLT needs are met at a Universal, Targeted and Specialist level in the local community.</li><li>• Strengthening of timeliness of submissions and quality of amendments of annual reviews .</li><li>• Removal of carers re-assessments backlog.</li><li>• Reducing outpatient waiting lists for health by introducing transition clinics and additional outpatient waiting list capacity.</li><li>• Improving signposting to other services via websites e.g. Local Offer.</li><li>• Provision of resource videos, leading to better understanding of the service and what it can offer and better self-management techniques and understanding about interventions that would be suitable to assist in addressing issues</li></ul>



## Area 2: Children, Young People and Their Families Participate in Decision-making About Their Individual Plans and Support

Strengths	Areas for Development
<ul style="list-style-type: none"> <li>• WIASS was restructured in 2023 to increase capacity ensuring CYP and their families receive timely advice and support to help them participate in decision making about their support.</li> <li>• In 2023 WIASS supported 35 individuals through SEND tribunal appeals, and/or mediation, enabling parent and young people to participate in the process.</li> <li>• There are a number of additional agencies within Wolverhampton that support young people to understand their rights including NDCS, helping hands, RNIB, Autism society and CHSWG.</li> <li>• A survey has been created on 'Respondster' to capture the individual views of children and young people of their experiences.</li> <li>• The quality of EHCP audits completed evidence that the views, aspirations and interests of the children/young people identified, and they are 'known'.</li> <li>• Training and information about parental engagement and pupil voices provided to all SENCOs for them to understand their duties with regards to involving parents/carers and CYPs .</li> <li>• Each CAMHS Risk Assessment and review is a collaborative conversation with the child/individual/family.</li> <li>• The value of co-production and ensuring the voice of CYP and their families is heard; is valued evidenced by the redesign of the ADHD and Continence pathways, and the co-production of the 'All About Me' health passport</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting settings to recognise challenging behaviour as an unmet need and develop clear support structures and pathways to support social, emotional or mental health needs.</li> <li>• Incorporation of Early SEND offer for Social Care as part of Families First for Children Pathfinder (FFCP) Programme.</li> <li>• Ensuring preschool children's SLT needs are met at a Universal, Targeted and Specialist level in the local community.</li> <li>• Strengthening of timeliness of submissions and quality of amendments of annual reviews .</li> <li>• Removal of carers re-assessments backlog.</li> <li>• Reducing outpatient waiting lists for health by introducing transition clinics and additional outpatient waiting list capacity.</li> <li>• Improving signposting to other services via websites e.g. Local Offer.</li> <li>• Provision of resource videos, leading to better understanding of the service and what it can offer and better self-management techniques and understanding about interventions that would be suitable to assist in addressing issues</li> </ul>

## Area 3: Children and Young People Receive the Right Help and Support at the Right Time

Strengths	Areas for Development
<ul style="list-style-type: none"><li>• Impact evidence been gathered showing positive results regarding the implementation of the Graduated Approach Guidance.</li><li>• Advice and guidance is offered to both schools and families where concerns arise that a child has unmet SEND support, or social needs that affects their attendance, or ability to engage in effectively in education.</li><li>• SNEYS as part of the Child Development Centre ensures children between birth and five years of age receive robust support through multi-agency working.</li><li>• WIASS offers individuals tailored advice and support following the graduated approach ensuring they receive the right support at the right time.</li><li>• The quality of EHCPs audit shows that nearly 94% of EHCPs are good or outstanding in Section B and nearly 90% are good or outstanding in Section E.</li><li>• Online CDC training has been established and is embedding, including SEND training facilitated by SEND Inclusion Education services, equipping workers to better support children and families with SEND.</li><li>• The RWT SLT Service and One Wolverhampton are working together to support SCL Needs resulting in a significant decrease in timescales for initial assessments.</li><li>• ADHD task and finish group is well established with an ADHD nurse in post. QB testing also in place to support patient.</li><li>• Health have recruited to a Clinical Nurse Specialist (CNS) post to improve the support provided for children and young people awaiting an assessment.</li><li>• Currently the Children's PT and OT services are seeing CYP's within the national 18-week RTT timeline.</li></ul>	<ul style="list-style-type: none"><li>• The development of the Family Hubs SEND Centre of Excellence, will provide families the opportunity to access immediate support, advice and guidance for any SEND related needs.</li><li>• Establishment of a specialist SEND team to work alongside the existing Disabled Children and Young Person's Team further enhancing the offer to all SEND CYP and their families in the City.</li><li>• FFCP will provide a multiagency approach to the Family Help assessment, as other SEND professionals will also be connected to the locality area where the family help assessment is being completed.</li><li>• Social Care are working closely with commissioning services and procurement to increase capacity of Short Break providers.</li><li>• Improved data monitoring of annual reviews to ensure reviews are held on time, reports are submitted correctly by schools, and decisions made in line with timelines.</li><li>• Staff in universal services to have appropriate training made available and support from services to enable adaptations to service delivery to young people with physical and sensory needs including parks, leisure offers.</li><li>• Publication of the updated Personal Budgets process and add to the new local offer following testing. This needs to be accompanied by training for those involved in reviewing EHCP's so there is a clear understanding what this can be used for and how families can apply for this.</li><li>• Develop the monitoring of data to effectively strengthen support pathways including establishing attendance to enable all schools to access support;</li><li>• Improved referral process between social care and the ICB in relation to Continuing Healthcare (18 years and above).</li></ul>

## Area 4: Children and Young People are Well Prepared for Their Next Steps, and Achieve Strong Outcomes

Strengths	Areas for Development
<ul style="list-style-type: none"> <li>• Transition pathways, co-created to ensure accessibility to provide information for children, young people, and their caregivers.</li> <li>• City-wide information sharing protocols streamline transitions via a universal transition form to Secondary and Primary school.</li> <li>• Annual review guidance, ensures focus on preparation for adulthood from Year 9.</li> <li>• To support our specialist, SEND in schools in meeting GATSBY Benchmarks, a Careers Enterprise Co-ordinator now supports the integration of meaningful employer encounters into individual career programmes.</li> <li>• Young people up to the age of 25 allocated to DCYP team are successfully supported on their journey to adulthood.</li> <li>• Monthly data analysis helps identify gaps in provision, enabling tailored services for SEND young people in Wolverhampton.</li> <li>• Annual Moving into Adulthood careers fairs, since 2022 showcase collaborative efforts among local partners in education, health and social care.</li> <li>• The 18-25 CAMHS service went live in Wolverhampton at the end of 2023, this has provided a smooth transition of care of treatment for young people who are already a recipient of the Specialist CAMHS Service.</li> <li>• Health services identified a need for a Transition Clinical Nurse Specialist and RWT supported a pilot to test the concept of the role.</li> <li>• The Transition CNS has been supporting mainstream schools with young people with long term and neurological conditions.</li> <li>• There are several initiatives and services to support clinical transfer from children to adult services.</li> </ul>	<ul style="list-style-type: none"> <li>• RISE support has started to help shape this a Local authority, however further work is needed through 2024 to ensure all service areas have a clear commitment and lead representing their area of business and a clear preparing for adulthood action plan is created to captures actions across all partners.</li> <li>• HY5! have identified a priority to make sure young people get the help and support they need as they grow up including Having good options and choices after school; Moving from children to adult health services is a good experience and Young people feel safe and part of their community.</li> <li>• Further develop the SENCO questionnaire to consider what review of outcomes of CYP with an EHCP looks like in schools beyond the annual review.</li> <li>• Supported living pathway requires additional work.</li> <li>• 'Beyond School' transition pathway to be published.</li> <li>• The new improved co-produced Local Offer is currently in development to support families with autonomy, offering self-service advice regarding PfA.</li> </ul>



## Area 5: Children and Young People with SEND are Valued, Visible and Included in Their Communities

Strengths	Areas for Development
<ul style="list-style-type: none"> <li>• There are a range of exclusive and inclusive SEND leisure and community activities available within the City of Wolverhampton.</li> <li>• Family Hubs are available across the City, at our eight Family centres. Families can access support via attending the reception or via phone.</li> <li>• #YES Board is involved in identifying what activities children and young people want to see available in their city through an annual survey. Young people work with the HAF team to identify suitable provision and awarding of funds through regular grant making days.</li> <li>• Through programmes such as Yo! Active; Swimming Lessons; Pathways to employment and Inclusive Libraries and Community Centres have been introduced.</li> <li>• WV Active are working with HY5! Youth Forum, through the HY5! On the move project. This project looks to assess the accessibility of venues across Wolverhampton from a young person's point of view.</li> <li>• OT and PT services can provide, where appropriate signposting to disability sports to enable full participation in activities.</li> <li>• SLT are working with One Wolverhampton to ensure preschool children's SLT needs are met at a Universal, Targeted and Specialist level in the local community through working with Family Hubs meaning that established best practice to meet the needs of the CYP is utilised, embedded in the community and with support and agreement with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• A new Local Offer is under development, which is being shaped with feedback received from children, young people and their families.</li> <li>• The Framework for the short breaks outreach and residential offer is being reviewed.</li> <li>• The directory element of the Local Offer will be improved in the second phase of developing the website. This will be done by requesting information from all service providers across the city to be filtered into relevant sites such as Yo Wolves!, Wolves Workbox as well as the SEND Local Offer.</li> <li>• The updates accessibility strategies are to be published on the new Local Offer to give clear advice and guidance.</li> <li>• A comprehensive training offer and list of advice services will be developed and made available to all staff across Wolverhampton's universal services to increase access, and support confidence when delivering services to children and young people who require additional support.</li> <li>• The work being developed between schools and specialist services within the LA regarding the Inclusion Framework will increase the opportunities for children and young people to continue to access education in their local area.</li> <li>• Consideration will be given as part of the Joint Commissioning development to enable advisors to support universal services to young people with physical and sensory needs including parks, leisure offers as they are being developed.</li> </ul>

## Area 6: Leaders are Ambitious for Children and Young People with SEND

Strengths	Areas for Development
<ul style="list-style-type: none"><li>• The local area partnership's strategic priorities have been created taking into consideration feedback from the Wolverhampton Parent Carer Survey and the survey for children and young people with SEND. Results of the consultation were very positive from both parent carers and professionals that work with children and young people with SEND.</li><li>• The partnership continually monitor the effectiveness of its plans and interventions. The Local Authority hold monthly performance meetings that enables leaders to be aware of performance against the statutory duties and responsibilities of individual services.</li><li>• Strong leadership is evident in health with the ICB having an Executive Lead for SEND who is the Chief Nursing Officer and Deputy Accountable Officer. Each Acute provider Trust has recently been asked to nominate an Executive Lead for SEND within their own organisations.</li><li>• A dedicated Designated Social Care Officer (DSCO) is in post to support all aspects of SEND for children in City.</li><li>• Through a variety of activities such as reviews, annual conversations and core visits as the school improvement team regularly provides support and challenge to leaders around provision for children with SEND, thereby raising the profile of SEND and requiring leaders to evaluate provision and its effectiveness.</li><li>• The Virtual School EET Advisors have been recruited to and provide additional levels of bespoke support for young people with EHCPs and additional vulnerabilities, helping young people to fulfil their potential and to overcome barriers, in line with their plans and ambitions.</li></ul>	<ul style="list-style-type: none"><li>• The SEND and Inclusion Strategic Implementation plan will be published from September 2024. Leads and subsequent participants of working groups will be identified for each priority area to enable work to progress in line with the key performance and outcome indicators to be able to monitor progress.</li><li>• Oversight of delegated responsibilities will continue to be monitored by SEND and Inclusion Partnership Board and relevant governance groups within the local authority, ICB and health care trusts.</li><li>• Understanding if there are any additional areas where a focus is needed, and where data is readily available to support this.</li><li>• Development of a SEND (QA) Quality Assurance Framework to continue to audit the quality of EHCPs and other QA activity.</li></ul>

## Area 7: Leaders Actively Engage and Work with Children, Young People and Families

Strengths	Areas for Development
<ul style="list-style-type: none"> <li>• The WSOA workstream leads attend HY5! meetings regularly to gather experiences and feedback on work taking place in the key priority areas. This will be replicated with delivery of the SEND and Inclusion Implementation plan delivery, particularly around the 5 priority areas for children and young people.</li> <li>• HY5! is Involved in the Preparing for Adulthood workstream to the journey of young people as they move into adulthood. They shared ideas for a co-production day and an idea to create a game that practitioners could use when supporting young people to think about their future.</li> <li>• During Spring term 2023, workshops were held within Special schools and with HY5! to raise awareness of the Local Offer and gather the view of children and young people around branding, content and layout.</li> <li>• The local area partnership continue to work well with Voice for Parents, and they have ongoing Keep in touch meetings with HOS, Director of Children Services, DSCO, OT PT and SLT.</li> <li>• The Participation Team also facilitates the wider voice for young people and adults in Wolverhampton including the Youth Council, Children in Care Council, Care Leavers Forum, #YES Board, Guardians and Families on Board.</li> <li>• PCF feedback is the top of the agenda on the SEND Health Steering Group.</li> <li>• In Wolverhampton there is a co-produced working group called CAMHS Ambassadors, this is a combination of young people who have or are accessing the service.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of engagement, consultation, and co-production (what this is and when this would and would not apply) through training for professionals.</li> <li>• Improve processes for sharing of information between HY5! and SEND and Inclusion Partnership Board including consideration of HY5! Annual report at SIPB.</li> <li>• HY5! will develop plans to ensure more young people get to have their voices heard and be involved in things that affect them.</li> <li>• Supported Internship to champion youth voice to be jointly commissioned.</li> <li>• Increased coproduction of service specifications by commissioning/joint commissioning to capture views of CYP &amp; families and professionals prior to tender of services.</li> <li>• ICB and services to work on regular newsletters with our PCF, to ensure parents/carers are kept informed regarding waiting times, initiatives, improvements within services.</li> </ul>



## Area 8: Leaders Have an Accurate, Shared Understanding of the Needs of Children and Young People in Their Local Area

Strengths	Areas for Development
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## Area 9: Leaders Commission Services and Provision to Meet the Needs and Aspirations of Children and Young People, including commissioning arrangements for children and young people in alternative provision

Strengths	Areas for Development
<ul style="list-style-type: none"> <li>• There has been significant progress for residential short breaks, and a commission framework is now in place to support these through the social care assessment framework.</li> <li>• PT and OT services follow evidence-based practice (EBP) for interventions and implementation of practice.</li> <li>• PT and OT services use the North Staffordshire Risk Matrix as a tool for ensuring that the clinical needs of the CYP are identified and reviewed in a timely manner.</li> <li>• Work has now commenced with SLIP (Sector Led Improvement Programme) and Islington Council. The work is focusing on 3 key areas: Agreeing Joint Commissioning systems, principles and approach; Coproduction in commissioning and Intelligent use of data in commissioning.</li> <li>• The establishment of the Wolverhampton Integrated Commissioning Committee has further strengthened joint commissioning discussions and decisions.</li> <li>• WIASS is jointly commissioned by the Local Authority and the ICB.</li> <li>• The Funding and Placement panel ensures there is oversight of the placement of CYP with EHCPs in alternative provision and/or Independent specialist education.</li> </ul>	<ul style="list-style-type: none"> <li>• An action plan is in place to develop a high-quality short breaks offer; this is being co-produced and will cover universal, targeted and specialist community/overnight short breaks.</li> <li>• Improved joint commissioning arrangements between ICB and LA colleagues to consider a more joint up approach focusing on how collective resources can improve value for money and outcomes for children and young people.</li> <li>• Work with SLIP to agree Joint Commissioning Approach and implement joint commissioning improvement plan with an annual set of Joint-commissioning priorities with underpinning action plans.</li> <li>• The Education SEND Commissioning Team are working with SENSTART to develop a framework for all providers during 2024/25 to reduce the need for spot purchasing, and therefore having better control of the demands around EHC spot purchase arrangements.</li> </ul>

## Area 10: Leaders Evaluate Services and Make Improvements

Strengths	Areas for Development
<ul style="list-style-type: none"><li>• The Education Excellence Team regularly evaluates the impact of their work measuring the effectiveness, coherence, sustainability, efficiency, relevance and impact of projects and provision led by school improvement advisors and advisory teachers.</li><li>• CAMHS EHCP, LD and ASC and SEN information is audited routinely in record keeping audits and monitored at senior leadership level.</li><li>• SEND early identification and support services survey SENCOs annually to understand how effectively the services are supporting settings and schools and what further training is needed. This is now being used to produce a co-ordinated training offer across the service as well as EPS and education excellence.</li><li>• Agenda of the SEND Health Steering Group is set so that Parent/Carer feedback is the first item on the agenda. This ensures that they can routinely consider feedback monthly and any associated actions monitored by the Steering Group.</li><li>• CAMHS have an advertised feedback system via our Service Experience Desk and an ongoing relationship with Parent carer Forums where they meet regularly to explore feedback shared via their group.</li></ul>	<ul style="list-style-type: none"><li>• Established a mechanism for sharing emerging concerns about SEND provision in school, so that targeted support and identified training can be put in place swiftly to address these concerns.</li><li>• Establish regional approaches to Education Psychology (EP) to improve services at a local level</li><li>• Establish collaborative work between PT/OT, the local authority, education, voice for parents and other multi-disciplinary health professionals to ensure that the CYP is the focus of the interventions, evidence-based practice and updated guidelines.</li><li>• Establish a Joint Commissioning Dashboard that can be used to analyse and predict service requirements.</li><li>• Establish a co-ordinated training offer from the local authority for school leaders and SENCO's to preventing duplication and an enhanced both free and traded offers.</li><li>• Black Country as Lead Provider for MH/LDA will strategically coordinate a Programme of work across agencies to review current CYP ASC diagnostic pathways and work collaboratively with all stakeholders, to make proposals for improvement.</li><li>• Extend the Alternative Provider Commissioning Framework to include Independent Special Schools for Education Health and Care Plan placements.</li><li>• The AP Flexible Framework QA audit process will be aligned to Independent Specialist Providers to ensure compliance with procurement and legal regulations and ensure value for money.</li></ul>

# Area 11: Leaders Create an Environment in Which Effective Practice and Multi-agency Working to Flourish

Strengths	Areas for Development
<ul style="list-style-type: none"><li>• The SEND &amp; Inclusion Partnership Board is a well-established partnership with embedded relationships across, Health, Care, Education, Strategic Parent Carers &amp; Young Peoples representatives, Public Health, Voluntary Sector, schools and many more.</li><li>• Team Around the Setting meetings foster multi-agency working as key professionals involved with vulnerable settings across a wide range of services are invited to discuss key issues, concerns and progress with the headteachers of those settings.</li><li>• ISAPP provides a multi-agency panel to have holistic approach to YP and offer a range of support that schools can access for YP and staff to reduce the likelihood of education exclusion.</li><li>• Team around the child meetings in SNEYS are effective in providing a multi-agency approach to supporting our most vulnerable children with SEND.</li><li>• The WIASS Advisory Board consists of stakeholders from parent/carers, education, health, social care and the voluntary sector including Wolverhampton's parent carer forum.</li><li>• MDT working is essential for implementation of the CYP's interventions. OT and PT will work with SLT to ensure that communication aids are used appropriately and if joint working can occur when implementing interventions. Resulting in a better journey for the CYP and less time away from academic aspects of their education.</li></ul>	<ul style="list-style-type: none"><li>• Embedding the Families First pathfinder model to provide scope to further improve multiagency working.</li><li>• To streamline information sharing across the different IT systems used in education, health and social care.</li><li>• Engagement with school leaders around exclusions (Inclusion Framework)</li><li>• Development of a firm pathway for social care advice for EHCP, and consistent high quality of advice provided.</li><li>• Continue with the current processes for MDT working and safeguarding so that shared practice is in place and the CYP are the focus. Any concerns are identified early and shared so that the issues regarding the CYP can be addressed and safeguarded before they escalate.</li></ul>

## Area 12: Alternative Provision

Strengths	Areas for Development
<ul style="list-style-type: none"><li>• The SEND and Alternative Provision framework is maintained by a multi-agency panel and actively evaluates the quality of provision provided by alternative provision settings.</li><li>• Placements and provisions are effectively monitored for children and young people at risk of exclusion, to ensure that provision is effective and supportive to the needs of children and young people. Each child and young person has a learning plan that is developed to support their needs and aspirations, which are reviewed on a weekly basis by the Inclusion Team to monitor their achievements and outcomes.</li><li>• EBSNA Co-Ordinator in post to support schools to with implementing and embedding guidance.</li><li>• Every effort is made to place children and young people in full-time registered provision by the local authority, however in exceptional circumstances, where unregistered alternative provisions are used, these are monitored with rigour.</li><li>• Through the procurement portal or market warming exercises potential Alternative Providers are identified and consulted re the process and the requirements needed by a tender process.</li></ul>	<ul style="list-style-type: none"><li>• QA activity - dip into alternative provision</li><li>• The medical policy to be revised in line with new government expectations, to ensure referrals to Nightingale and Orchard are appropriate.</li><li>• The AP Flexible Framework &amp; QA audit process will be aligned. To ensure compliance with procurement and legal regulations and ensure value for money.</li><li>• A flexible framework for SEND providers to be commissioned alongside the retender of the AP Framework which is due to time expire next year.</li><li>• Develop a system for schools to share information when CYP are placed in school commissioned AP places</li><li>• Establish guidance for schools and attendance services regarding the use of Education Supervision Orders (ESO) to improve parental engagement and reduce burden of court cases.</li></ul>



## Area 13: Legal Duties and Statutory Guidance

Strengths	Areas for Development
<ul style="list-style-type: none"><li>Partners work proactively together to ensure that they are compliant around the SEND Code of Practice. This is evidenced in the compliance rate of new assessments and an increase in the quality of EHCPs demonstrated using the multi-agency Invision Quality Assurance tool.</li><li>The Attendance Service has a clear and proactive approach towards implementing its statutory duties around attendance and uses its data to support and challenge local schools.</li><li>The redesign of the Local Offer has followed the guidelines outlined within the SEND Code of Practice which has resulted in a website that is collaborative, accessible, comprehensive, up to date and transparent about the offer available.</li><li>The Headteacher Induction Programme offered by the Education Excellence Team covers school leaders' statutory responsibilities.</li><li>The Inclusion Service and SEND Commissioning Team have a good understanding of the Department of Education's Alternative Improvement Guidance. Placements and provisions are effectively monitored within the City for children and young people at risk of exclusion.</li><li>All education settings across the city complete the s175/157 statutory audits for safeguarding.</li><li>KCSIE - all annual safeguarding training delivered in settings includes all updates and information from KCSIE</li><li>MASH24 provides consistency of practice and response over 24 hours negating the need for an Emergency Duty team.</li><li>The Children's MASH service ensures that all referrals are triaged by managers in a timely manner and threshold decision is applied.</li></ul>	<ul style="list-style-type: none"><li>Annual reviews will be developed further with schools and professionals to support an increased compliance of amendments.</li><li>Work is due to take place with regional partners within the West Midlands Alternative Provision Leads group, to established a shared approach to the use of AP.</li><li>Work is due to take place with school leaders to define the criteria and pathways that for Alternative Provision as part Cities new Inclusion Framework and review of ISAPP.</li><li>Inclusion and Attendance Team to revise non-attendance pathways around statutory role to ensure support is put into place prior to any legal action being taken.</li><li>Attendance leaders will be developing work with social care managers to develop the Education Supervision Order.</li><li>Systems will be developed further to ensure CME Outcomes are standardised on Power BI dashboards.</li><li>Work will be taking place to improve the data captured and reported on of DoLS through the Children's Social Care system (Eclipse).</li></ul>

