

## ACCELERATED PROGRESS PLAN

# RECRUITMENT AND RETENTION

## KEY STRENGTHS

- All our families have a dedicated officer allocated by postcode
- Fully Permanent EHC Team
- Focused 20 week induction schedule
- EHC Induction Handbook
- Annual Training Agenda
- Introduction of a Virtual Training Room

## FUTURE DEVELOPMENTS

- Educational Psychology Development Plan
- Local Offer Officer and Parent Liaison link
- Annual Training schedule for 2024
- Development of the Additional Vulnerable Children Team
- Growth of Inclusion Leads to school support

## EHC TEAM STRUCTURE

The EHC team is now a fully permanent team with clear roles and responsibilities. Walsall EHC team have been reorganised into four geographical regions with a fifth team dedicated to support our most vulnerable pupils with an EHC plan. Each area consists of a trained Senior Locality Lead, one EHC officer working solely on statutory assessments and a further two EHC officers focused on Annual Reviews. EHC Officers are known as Family Link Officers (FLO) and have a named caseload allocated by family postcode. This means that if a family has more than one child with an EHC plan, they have the same FLO to ensure consistent communication and improved working relationships.



## INDUCTION PLAN FOR NEW STARTERS

We have been focusing on building a permanent team with clear values and systems who are supported with quality training.

We have introduced a strong and robust 20 week induction framework for all staff, including a training schedule and step by step introduction into the EHC Officer roles.

Week	Topic	Responsible	Notes
1	Walsall SEND Service Overview	...	...
2	SEND Legislation	...	...
3	EHC Process	...	...
4	Annual Review Process	...	...
5	SEND Awareness Level 1	...	...
6	SEND Awareness Level 2	...	...
7	SEND Awareness Level 3	...	...
8	SEND Awareness Level 4	...	...
9	SEND Awareness Level 5	...	...
10	SEND Awareness Level 6	...	...
11	SEND Awareness Level 7	...	...
12	SEND Awareness Level 8	...	...
13	SEND Awareness Level 9	...	...
14	SEND Awareness Level 10	...	...
15	SEND Awareness Level 11	...	...
16	SEND Awareness Level 12	...	...
17	SEND Awareness Level 13	...	...
18	SEND Awareness Level 14	...	...
19	SEND Awareness Level 15	...	...
20	SEND Awareness Level 16	...	...

## OUR VISION AND AIMS

These objectives are geared towards ensuring children with special educational needs and disabilities (SEND) can fully participate in education and achieve their full potential. The SEND service is committed to improving the lives of individuals with disabilities and promoting a more inclusive society. Through ongoing collaboration and support, we can continue to make progress towards achieving these important objectives.



## ADDITIONALLY VULNERABLE TEAM

We recognise that some of our Children and Young People with EHC plans, have higher levels of additional vulnerability than others, and that these higher levels of additional vulnerability may be temporary or remain for the longer term. The case management of these children and young people has become the responsibility of the newly formed Additionally Vulnerable Team (AVT), working from within the EHC team and in partnership with colleagues from other agencies. This team has management and oversight of children who are EHE, EOTAS, LAC and higher mobility. This team are leading implementation of our Pupil Tracking system.

## TRAINING AND DEVELOPMENT

All the team took part in a specialist training course regarding SEND law and legislation called IPSEA level 1 (Independent Provider of Special Education Advice). The senior team are completing the NASEN (National Association of Special Educational Needs) casework officer award. More experienced members of the team are also completing the Level 3 IPSEA law training. All the team have completed the Council for Disabled Children (CDC) E-Learning modules on SEND Awareness level 1 and 2 as part of their induction. We have written a Walsall specific EHC Officers handbook and introduced a Virtual Training Room on Teams where all key documents are stored. IPSEA is rebooked for January

## KEY DOCUMENTS IN THE EVIDENCE BANK

- Induction Training Plan
- EHC Team Structure
- EP Development Plan
- EHC Coordinators Handbook
- EHC Induction Handbook
- Annual Training Agenda
- Additional Vulnerabilities Team

# ACCELERATED PROGRESS PLAN

# COPRODUCTION

## KEY STRENGTHS

- Children, young people and parents/carers participate and feedback to services to help them become user focused and to shape them for the future.
- Fantastic working environment where everyone feels valued
- Allows focus on the people who use the service

## FUTURE DEVELOPMENTS

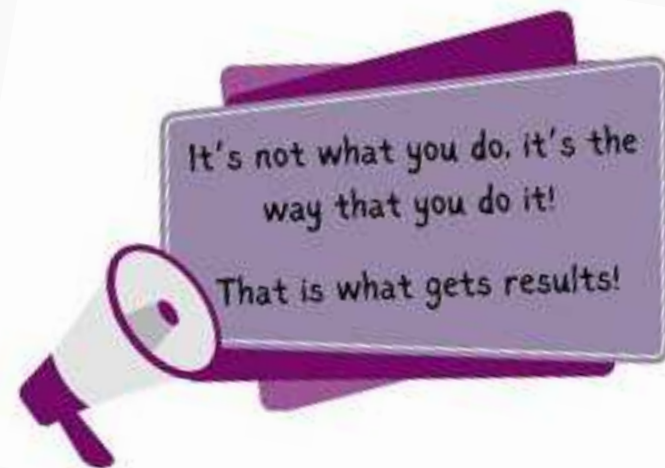
- Continuing co-production events and strategic planning with parents/ carers
- More opportunities for the young person's voice to be heard.

## REPRESENTATION OF PARENTS/CARERS

Parents and carers are now represented across the board on all of the key strategic/ steering groups.

FACE Walsall have committee members/ parent representatives sitting on all of the following key groups:

- Autism Steering Group
- Mental Health Steering Group
- Health Steering Group
- Local Offer Steering Group
- HAF Steering group
- Partnership Operations Group
- TAC Steering



## REPRESENTATION OF CHILDREN & YOUNG PEOPLE

SEND Young Person's group formed to gain feedback and the 'child's view'. This is a working group to help shape the Local Offer website and SEND services in the Local Authority.

## CO-PRODUCTION DAY 2

Parents and carers were asked to be involved in the co-production day on the 5th October 2023.

Parents were involved in all aspects of the day, they were consulted on the planning and asked to present their views on what a 'positive' outcome should look like for a child/young person's EHC plan.

This created a fantastic opportunity for parents/ carers to work collaboratively with professionals from all services.

Parents/ carers felt valued and proud to be included in such a big day for the Local Authority. The parents felt it was a fantastic platform to talk and they felt they were on a level playing field.



## OPPORTUNITIES/ EVENTS FOR CO-PRODUCTION

FACE Walsall parent carer forum hold monthly breakfasts with their members. these breakfasts allow parents/carers to talk to various professionals on a level. These breakfasts have been very well attended and have allowed parents to give faces to names and have a genuine conversation about their needs and wants.

Each breakfast focuses on a different area of the SEND system. We have had breakfast with Early Help. CAMHS and Judith Nash, the head of SEND & Inclusion. More breakfast are planned in the coming months with professionals from the following services: EHC Team, SENDIAS, Transport and Education.



# ACCELERATED PROGRESS PLAN

# GRADUATED APPROACH

## KEY STRENGTHS

- Appointment of Interim Inclusion Development Lead who is responsible for the development, co-production and implementation of Walsall's New Graduated Approach and Early Inclusion Framework.
- Strong communication and support for all settings and schools.

## OUR VISION AND AIMS

Our vision is that all children and young people in Walsall will, irrespective of their learning needs or abilities, gain the skills and confidence to live well in their community. They will be supported and nurtured through an educational system that responds to their circumstances and prepares them for adulthood. Our ambition is to create a culture where there is effective, high quality learning provision, combined with meaningful and purposeful school partnerships, focused on the direct pursuit of improved outcomes for all Walsall's children and young people.

## EARLY INCLUSION FRAMEWORK

The Early Inclusion Framework outlines Walsall's local area approach to improving setting-based support, pathways and provision for children and young people with SEND. This programme of improvement incorporates a range of resources, tools and training opportunities which support the implementation of a coherent and consistent Graduated Approach.

## WORKING TOGETHER

The lived experience of children, young people and their families with SEND is central to our developments and co-production is fundamental within our continuing work. We value and listen to our SEND community and will continue to learn from what they tell us and ensure their voices influence our work and developments. By working together in partnership with colleagues, professionals, parents and carers we will provide the right support at the right time, for all children and young people with SEND and ensure we deliver the very best outcomes based on their needs.

## INCLUSION STEERING GROUP

An Inclusion Steering Group was formed in January 2023. This group consists of 18 Special Educational Needs Coordinators from a range of educational settings across the borough. This is now an established and effective working group who continue to support Walsall's programme of improvement and assist in the co-production of the Early Inclusion Framework.

## FUTURE DEVELOPMENTS

- SEN Support Quality Assurance Framework and Toolkit.
- Information and collaboration events for all Partners, Parents and Carers.
- Graduated Approach – Alternative Provision Development Plan.
- Graduated Approach – Post 16 Development Plan.
- Setting and School Based support Offer.



## ORDINARILY AVAILABLE PROVISION GUIDANCE

This is the provision that the local authority expects to be made for children and young people with SEND in early years settings, schools and colleges. Timely identification and well-planned support is essential if we are to work together to secure the best outcomes for Walsall's children and young people with SEND. High-quality teaching, close working with families and clear cycles of review are all important components to ensure our education offer is fully inclusive and the majority of our learners can thrive within their local mainstream setting.

## KEY DOCUMENTS IN THE EVIDENCE BANK



- Baseline Provision Audit.
- Ordinarily Available Provision Guidance.
- SEN Profile of Need Guidance.
- Walsall SEN Support Plan.
- High-Quality Teaching Audit.
- Termly SENCO Forums.
- SENCO Forum TEAMS Page.
- SENCO Triad Programme.



# ACCELERATED PROGRESS PLAN

# EARLY HELP



## KEY STRENGTHS

Robust Early Help Offer ' Children are supported by a comprehensive multi-agency early help offer which helps them access a range of support and services when they need it. Regular locality partnership meetings and co-location of early help multidisciplinary teams, including family support workers, health visitors and school nurses, help promote communication and information-sharing about children's needs. There is strong engagement by school staff as lead professionals completing early help assessments. Opportunities for networking through the 'Time to Talk' initiative are well received by many school leaders, with engagement particularly strong in the primary phase' quote from JTAI report January 2023.

## CARE PROJECT

Early Help were 1 of 7 Local Authorities to successfully secure £965,744 from the Department of Education (DfE) Better Integrated Care Fund, also known as the Respite Innovation Programme. A pilot programme was designed known as the CARE Project (Community Activities Reducing Exploitation) aimed specifically at supporting young people with additional needs undiagnosed or diagnosed and showing signs of being at risk of low-level exploitation. Over a 12-month period CARE supported 69 young people to not only avoid poor outcomes but to have ambitions and to thrive. A detailed project end report and associated video of the young people, their parents and school is available. The project was so successful the Early Help Partnership have continued to fund year 2, with a view to securing on-going finances.

## EARLY HELP SCHOOL TRANSITION SUPPORT PILOT

Based on the knowledge that the majority of children and young people excluded from school during year 7 and 8 often have additional needs, a bespoke pilot for children with additional needs, transitioning from primary to secondary school was developed in June 2022. Two secondary schools and ten primary schools signed up to the pilot and identified 17 young people who collectively they felt were at risk of school exclusion within the first 2 years of attending secondary school. Additional support package was scoped out to support transition. The project to date has been successful and has cost nothing but professionals time and commitment from the whole family.

## EARLY HELP LEAD PROFESSIONAL ROLE

The role of lead professional has increased specifically for primary schools by 324% (45 in 2021 – 191 Feb 2023). This enable children and their families to be support and to have support co-ordinated by a known trusted adult within their school and ensures positive outcomes are achieved.

## EARLY HELP PARTNERSHIP LGC FINALIST 2023

Early Help Partnership LGC Finalist 2023: The partnership was successful in getting through to the LGC finalist awards 2023, the feedback from the LGC stated 'Competition this year was extremely tough, but you should be proud that your council reached the list of finalists at the most prestigious award in local government, specifically in the Children's Services category. The judges commented on the tenacity and sheer excellence demonstrated throughout the entire shortlist. Subsequently, you should feel immensely proud. Partnership approach was strong and far reaching.

## FUTURE DEVELOPMENTS

- Parent led support following attendance on the cygnet programme.
- EHCP – training for all Early Help Practitioners to ensure purposeful reports are provided.
- Further develop the SEND Parenting offer and group work, including parents/carers trained to deliver group work.
- Health Team Around the Child (TAC) Panel: Early Help have a senior manager representative on the panel, the panel are looking to create a pathway for CYP who have missed appointments – to ensure the CYP are not discharged but have an opportunity to continue receiving the health interventions needed.
- In Our Hands – looking to extend this group wider to include all Early Help & Family Hubs parents/carers consultation, co-production platform.

## HOLIDAY ACTIVITY FUND (HAF)

The HAF programme has been developed in collaboration with parents/carers of children with additional needs. HAF providers have been trained in understanding additional needs and a child's EHCP. We have 4 bespoke HAF provisions specifically for children with additional needs. During summer 2023 914 young people with SEND attended HAF activities.

# ACCELERATED PROGRESS PLAN

# SOCIAL CARE

## KEY STRENGTHS

Not all of the children subject to EHC plans require a service from Children's Social Care but we need to ensure that they have access to any support that may be required. As such, we have reviewed the way in which we process EHC plan advices within Walsall Children's Services and have identified a Pathway in which we can ensure that all of these are not only responded to in a more timely manner but also that the family is provided with the correct information on how to access service from Children's Social Care if they should need it. To do this and ensure a timelier response, we have embedded a new process within our Front Door that ensures that these are responded to as information requests and are processed within the timescales as outlined within our overarching MASH operating principles. This new process has enabled us to ensure that the requests lands with those that have the relevant information in respect of that child and family, and if not, that the response identifies where support can be gained by having a standard summary of information regarding early help support and the link used in which to access it. This clearer way of working has meant that we have been able to move the backlog that had previously existed and are now more confident that the support any children may need from children's social care is being considered and the relevant information provided to the family.

## FUTURE DEVELOPMENTS

The role of the Designated Social Care Officer (DSCO) is to ensure that there is high quality social care input and engagement with the EHC process. Children's Social Care is a complex system and Children and Young People with SEND may have many different assessments or plans at any one time, such as:

- Early help
- Child in need
- Child protection
- Looked-after children Care Plans
- Pathway Plans
- Transition Assessment and Progression to Adulthood



Implementation of the DSCO will support and develop the social care element of the SEND strategy by increasing awareness of SEND and how this links with the social care statutory duties. This will include training and development for social care staff and offer a designated link professional between social care, health, and education. This will include social care representation at weekly panels whereby specific children can be discussed and actions agreed. The role will also be responsible for Quality Assurance in regard to social care input to EHC planning and identify gaps in practice to inform future service delivery. We do not currently have a DSCO in place in Walsall but through scoping and linking in with regional partners as to what the role entails, we are now clearer as to what the role will look like for us in Walsall, the skillset of the person needed and in which area of Children's Social Care they should sit. This has not been an easy task as there is a variation nationwide amongst those Local Authorities that have implemented the role and where the role sits within the structure of children's social care is also important in regards to the impact this has and the governance of the responsibility that comes with the role.

## FRONT DOOR PATHWAY

Prior to the implementation of the new front door pathway for EHC Social care advices, the backlog of those requested was significant. Despite some initial problems in accessing the portal and not having the correct business support in place, we are now completely up to date in processing those received and the pathway is now fully embedded. We are no longer using the term 'not known' but rather summarising the recent history (if appropriate) and also ensuring that the family have access to what services they could utilise in the future from both early help services and children's statutory social care.



## KEY DOCUMENTS IN THE EVIDENCE BANK

- Pathway/ MASH operating principles

# ACCELERATED PROGRESS PLAN

# EP SERVICE

## KEY STRENGTHS

- EP pay structure reviewed and updated in line with regional remuneration.
- EPS structure reviewed to create promotional posts and additional posts.
- New recruits join the service.

## FUTURE DEVELOPMENTS

- Secure core and traded commissions.
- Continue recruitment activities.
- Imbed Advice-Thru-Coproduction Model.

## KEY DOCUMENTS IN THE EVIDENCE BANK

- DMT Business case June 2023.
- EPS Development Plan.
- Advice-Thru-Coproduction EPS Guidance.
- EPS structure chart.
- Recruitment and Retention Strategy Action Plan

## NEW RECRUITS JOIN EPS

We are delighted to welcome a new Senior EP to the team who joined in September. A new Specialist Senior EP (leading in SEMH) joins us from mid-November. We are also delighted to have our last year's Y3 Trainee EP qualify and join us as a full time main-grade EP. In addition, a further main-grade has joined the service for 2 days a week. The additional capacity ensured we were able to offer a place to a new Y2 trainee for Sept 23-24 with last year's Y2 also progressing to Y3 with us. Unfortunately, we had to say goodbye to one of our colleagues who retired this August, but the service has increased by 2.6 FTE EPs since Sept 2023 to a FTE of 5.4.



## ADVICE-THRU-COPRODUCTION

The LA has started to roll out the use of SEN Support Plans as part of its Inclusion agenda to support schools to follow a robust graduated response. It is envisaged that EP assessment and recommendations will be sought by schools through the Assess Plan Do Review cycles. If through this process, it is apparent that an EHC assessment request is required, we would expect schools to invite key stakeholders to a 'co-production request meeting,' where the EP will support the school/parents describe needs, agree future outcomes and suggest provision. It is expected that the EP should then be able to confirm these details and their involvement over time, and provide a brief summary, formulation, and add any new or additional information that comes to light should the request for assessment be agreed. This process should support the principles of person-centred practice and coproduction and reduce the need for one-off locum assessments.



## ASSISTANT EDUCATIONAL PSYCHOLOGISTS EMPLOYED

We have secured 4 AEPs on 12-month fixed term contracts to support the work of the EPS in relation to the Mental Health Support Teams project. They are supporting schools with adopting a strategic Whole School Approach to wellbeing using the Sandwell Wellbeing Charter Mark, which is an evidence-based action-research framework. The Assistants have also been supporting with data collection in relation to EHC assessments to support our statutory functions.

## REDUCTION IN LOCUM USE

Increased capacity within the team due to successful recruitment has meant more EHCP assessments are being undertaken in-house. The team is scheduled to complete 75 assessments in-house this financial year, increasing to 100 next year. We have also been able to dispense with the use of locum seniors who were supporting management functions. In addition, the team is fulfilling traded activity in 80% of schools who buy in our service, up from 60% last term.



# ACCELERATED PROGRESS PLAN

# EHC ASSESSMENTS

## KEY STRENGTHS

- EHC Timeliness 82% October 2023.
- Permanent EHC Team.
- Dedicated Early Years Assessment Officer.
- Backlog of over 20-week assessment reduced from 289 (Sept 22) to 43 (Sept 23).
- No assessments are above 40 weeks (Sept 23), 68 were above 40 weeks (Sept 22).
- Robust induction programme for EHC Team.
- Significant increase in the number of requests for EHC NA for 0-3 year old's academic year 22/23.
- Average number of weeks to complete an assessment has reduced by approximately 15 weeks since Sept 2022.
- Locality Based Annual Family Link Offers (FLO).
- Decision Making Group to support Statutory Timeframes being met.
- Progress of new assessments monitored weekly.

## EHC TEAM STRUCTURE

The EHC team is now a fully permanent team with clear roles and responsibilities. Walsall EHC team have been reorganised into four geographical regions with a fifth team dedicated to support our most vulnerable pupils with an EHC plan. Each area consists of a trained Senior Locality Lead, one EHC officer working solely on statutory assessments and a further two EHC officers focused on Annual Reviews. EHC Officers are known as Family Link Officers (FLO) and have a named caseload allocated by family postcode. This means that if a family has more than one child with an EHC plan, they have the same FLO to ensure consistent communication and improved working relationships.

## EHC NEEDS ASSESSMENTS CONSISTENTLY HITTING 80% TIMELINESS

## FUTURE

### DEVELOPMENTS

- Future plans for further recruitment and retention.
- further embed all our monitoring and sustainable procedures.
- Sustain our robust induction and training plan.



## TRAINING AND DEVELOPMENT

All the team took part in a specialist training course regarding SEND law and legislation called IPSEA level 1 (Independent Provider of Special Education Advice). The senior team are completing the NASEN (National Association of Special Educational Needs) casework officer award. More experienced members of the team are also completing the Level 3 IPSEA law training. All the team have completed the Council for Disabled Children (CDC) E-Learning modules on SEND Awareness level 1 and 2 as part of their induction. We have written a Walsall specific EHC Officers handbook and introduced a Virtual Training Room on Teams where all key documents are stored.

## REVIEW OF EHC NEEDS ASSESSMENT APPLICATION PROCESS AND ASSOCIATED DOCUMENTATION

A review of the EHCP Needs Assessment School Information/application document has recently been completed and updated. The APP B document now includes an actionable checklist (Appendix A) that will help to guide and support SENCOs and Inclusion Leads through the EHC Needs Assessment application process with greater clarity and consistency.



## KEY DOCUMENTS IN THE EVIDENCE BANK

- SEND Scorecard.
- EHC Team Induction Programme.

# ACCELERATED PROGRESS PLAN

# ANNUAL REVIEWS

## KEY STRENGTHS

- Annual Review Tracker
- Weekly Orders Meetings
- Locality Based Annual Family Link Offers (FLO)
- Decision Making Group to support Statutory Timeframes to be met.



## FUTURE DEVELOPMENTS

- Health Partners AR coproduction and development work.
- Bespoke AR EHC Team Training.



## REVIEW OF EHC ANNUAL REVIEW PROCESS AND DOCUMENTATION

A review of the EHC Plan Annual Review process and associated documentation has recently been completed and the guidance has been updated to include several actionable checklists that help guide and support SENCOs and Inclusion Leads through this process. Information sharing with the opportunity for discussion and Q&A has been regular and consistent. A pre-recorded training video for SENCOs is available to support the implementation of a consistent approach. Setting based monitoring is in place to ensure all children and young people who are due a review have had one.

## IMPACT FOR FAMILIES

All CYP will receive their reviews in a timely manner (fulfilling statutory timescales) and will be on the new EHCP template. Annual Review Processes will be developed, strengthened and embedded to ensure that moving forward all reviews reflect the changing needs of children and young people as they grow.

## PHASE TRANSFERS

We have fully established processes for all children and young people that are moving towards transition points. These are well understood by parents, carers and our professional partners. An electronic Key Transition form allows the EHC Team more time to consider and complete planned placements.

## DECISION MAKING PROCESS

A decision making group, which includes representatives from the EP Service, Health, Social Care and the Virtual School enables all decisions required to be consistent, evidence based and effective.



## EHC TEAM STRUCTURE

The EHC team is now a fully permanent team with clear roles and responsibilities. Walsall EHC team have been reorganised into four geographical regions with a fifth team dedicated to support our most vulnerable pupils with an EHC plan. Each area consists of a trained Senior Locality Lead, one EHC officer working solely on statutory assessments and a further two EHC officers focused on Annual Reviews. EHC Officers are known as Family Link Officers (FLO) and have a named caseload allocated by family postcode. This means that if a family has more than one child with an EHC plan, they have the same FLO to ensure consistent communication and improved working relationships.

## ANNUAL REVIEW TRACKER

The Annual Review tracker and weekly orders meetings support the EHC Team to confidently and consistently meet Annual Review statutory timeframes.



## QUALITY ASSURANCE

As a team we regularly sample and moderate our Annual Reviews to ensure a robust and consistent approach.

## KEY DOCUMENTS IN THE EVIDENCE BANK

- Annual Review Guidance Updated Sept 23.
- Annual Review Online Training for SENCOs and Inclusion Leads.
- Annual Review Tracker.
- Decision making Group Terms of Reference.



# ACCELERATED PROGRESS PLAN

# HEALTH

## KEY STRENGTHS

- EHCP compliance to 6-week.
- Streamlined health advice, quality checked before submission by DCO. All agencies using the same format, easy to use and understand by EHC team.
- Walsall Child Development Service multi-agency assessment autism assessment triage service has led to a reduction in waiting times and improved service user feedback.
- Walsall SLT hold a caseload for children with complex needs not currently in education.
- SEND Health team 0-19 – SEND specific workshops and targeted supported.
- Walsall SLT are providing a service funded through the Family hubs initiative to improve school readiness following the pandemic and to ensure children with complex needs are supported as they transition into school.
- Walsall SLT are developing augmentative and alternative communication books and consistent use of aided language displays.
- WLI clinics from community paediatrics to improve timeliness while permanent recruitment via business case continues through the authorisation process.
- Autism and LD passport.
- SEND school transition.
- SEND school nurse links to specialist resource provision.
- Oliver McGowan training rolled out.
- Evidence AET training broadened to parents-signpost to this as our evidence-based training package for post diagnosis.
- POG – established and working well.
- Clinical operational group training for therapies staff re what good looks like, DCO and service leads QA the health advice.
- PCF input at the beginning of partnership health meeting.
- CDC banner co-produced with PCF.
- Co-production examples.
- Tops and Pants feedback.
- Feedback from Exec visit to CDC: Evidence.
- Attendance at two Co-Production days across health, social care and the Local Authority- well attended. om Exec visit to CDC.
- Close cross remit working across MDT and LA Evidence POG, case study EA.
- Monthly meetings with Chief Nurse at WMH to support with SEND across both divisions.

## SCHOOL NURSE TEAM

The school Nurse Team now offers a seamless transition as part of an 0-19 offer (previously separate 0-5 and 5-19). As early adopters of new processes, the School Nurse Team work closely with other targeted teams to support the early identification for the requirement of an EHCP needs assessment.



## FUTURE DEVELOPMENTS

- Roll out then embedding of autism and LD passports.
- Mapping autism pathway as part of wider ICB development.
- Improving data collection and collating for autism as part of ICS reporting.
- Equipment storage and cataloguing and development of process for 'lending library'.
- AAC continued provision of communication books for CYP who have no other means of communication.
- Embedding of early identification form.
- Service Specs being review.
- Completion of Marie Gasgoine Balanced System sessions with pilot of proof-of-concept study through Family Hubs preschool.
- Family hub funded SALT specialist post for complex adolescents for 1 year band 6.

## KEY DOCUMENTS IN THE EVIDENCE BANK

- Draft SOP which is going to governance across the 2 divisions imminently.
- 6 week KPI figures.
- APPC form.
- PowerPoint / Service user feedback / minutes of MDT meetings.
- SLT 0-19 SEND meeting folder.
- SENCO health forum folder.
- Family hub SALT Folder.
- SALT alternative language display folder.
- EHCP Folder.
- Individual patient triage report.
- POG – action log and attendance.
- SLT co-production log / Autism passport folder.

## PARTNERSHIP WORK WITH FACE

SEND FACE and SENDIAS and Family Hubs fayres attended by SN/HV and SLT signposting.



## HEALTH GATEWAY

Health gateway panel ensuring CYP get appropriate requests for EHC health advice including out of area advice, the panel discuss children not on caseload who should be known and action as appropriate. Cross remit meeting – BRICS bring cases to discuss that need health overview.

## SESCO HEALTH SERVICE FORUM



The SENCO Health Service Forum is a pilot initiative to help improve our communication with our Primary Schools. The purpose of the forum is to provide SENCOs with any health service updates from SALT, School Nursing, Children's Occupational Therapy and Physiotherapy.

# ACCELERATED PROGRESS PLAN

# LOCAL OFFER

## KEY STRENGTHS

- Co production with parents, young people and multi agency
- Established Local Offer steering group
- Language is easy to understand and jargon free
- The look, feel and navigation has improved
- Accessible to all

## FUTURE DEVELOPMENTS

- 4 day locality relaunch of the local offer at the family hubs
- New and Updated merchandise
- Create a Young persons page with interactive resources

## WORKING TOGETHER

The initial focus for working on and improving the Local Offer was to rebuild relationships with parents and carers in order to develop the working relationship and improve coproduction.

Regular meetings with FACE, our Parent Carer Forum were established once a month, to ensure that the voices of the parents and carers of Walsall were represented in developing the Local Offer, look, feel, navigation and content.

As part of the working together element of the Local Offer, we held four sessions called "In Our Hands" across the four localities over four days in October 2022 and February 2023. Over 70 parents attended these sessions to share their views on the services within the Local Offer, and what they felt could be improved.



## YOUNG PERSON ENGAGEMENT

"Young People Seen, Young People Heard" is our newly developed Young Person's group, which enables the young people of Walsall to share their voice and opinions on the services for Children and Young people in Walsall with SEND. Their input throughout the session feeds into our strategic groups in order to make positive changes to improve the services they use.



## MAINTENANCE AND DEVELOPMENT

To ensure that the Local Offer is consistently maintained, the role of the Local Offer Coordinator has been made a permanent role. The Local Offer Steering Group will act as a tool to continuously ensure that the content on the Local Offer is up to date.

## THE LOCAL OFFER WEBSITE

The newly designed Local Offer website has been developed through co production and with the expertise of our DATS team. A Local Offer Website Improvement Day was held in April 2023 where we focused on the look, feel and navigation of the Local Offer. These sessions were all well attended and the feedback from parents was positive.

Feedback from the Local Offer Website Improvement day was listened to and implemented with the new design. For example, the navigation of the website has been simplified and the content is more accessible. The colours and images chosen through coproduction have been added to the web pages.



## KEY DOCUMENTS IN THE EVIDENCE BANK

- Local Offer Steering Group Terms of Reference
- Young Person's Group Terms of Reference
- Local Offer Strategy
- SEND Tool Kit
- Working Together Strategy