



Walsall Council

Education Overview and Scrutiny Committee

Meeting to be held on: **11 October 2022 at 6.00 P.M.**

Meeting to be held via: **Council Chamber, Walsall and Microsoft Teams**

Public access to meeting via: <https://www.walsallcouncilwebcasts.com>

MEMBERSHIP

Chair	Councillor S. Ditta
Vice Chair	Councillor S. Elson
	Councillor B. Bains
	Councillor R. Burley
	Councillor S. Cheema
	Councillor I. Hussain
	Councillor S.B. Hussain
	Councillor A. Hussain
	Councillor P. Kaur
	Councillor L. Rattigan
	Councillor C. Towe

NON-ELECTED VOTING MEMBERS

Lichfield Diocesan Representative	Vacancy
Archbishop of Birmingham's Representative	Vacancy
Parent Governors	Mrs Heena Pathan
	Vacancy
	Vacancy

NON-ELECTED NON-VOTING MEMBERS

Primary Teacher Representative	Ms Sharon Guy
Secondary Teacher Representative	Ms Wendy Duffus

PORTFOLIO HOLDER: Councillor Mark Statham – Education and Skills

Democratic Services, Council House, Lichfield Street, Walsall, WS1 1TW
Contact: Craig Goodall ☎ 01922 654765 E-mail: craig.goodall@walsall.gov.uk

ITEMS FOR BUSINESS

1.	Apologies To receive apologies for absence from Members of the Committee.	
2.	Substitutions To receive notice of any substitutions for a Member of the Committee for the duration of the meeting.	
3.	Declarations of interest and party whip To receive declarations of interest or the party whip from Members in respect of items on the agenda.	
4.	Local Government (Access to Information) Act 1985 (as amended) To agree that the public be excluded from the private session during consideration of the agenda items indicated for the reasons shown on the agenda (if applicable).	
5.	Minutes To approve and sign the minutes of the meeting held on 6 September 2022.	Enclosed
6.	Ofsted Local Area SEND Revisit Inspection Outcome and Actions To provide the Committee with an overview of the results of the recent SEND Inspection and the next steps, and to provide assurance about the work that is in progress and planned in relation to improving the timeliness and quality of Education, Health and Care plans (EHCP's) and improving the quality of the Local Offer.	Enclosed
7.	SEND Transitions To provide an overview and update of SEND Transitions	Enclosed
8.	SEND and Alternative Provision (AP) Green Paper To provide an overview and update of the SEND and Alternative Provision (AP) Green Paper.	Enclosed
9.	Specialist Provision Review To provide an overview of the current position of Special Educational Needs and Disability (SEND) specialist provision planning within the Local Authority.	Enclosed
10.	Recommendation Tracker To review progress with recommendations from previous meetings.	Enclosed
11.	Areas of Focus To review the Committees Work Programme and the Forward Plans for Walsall Council and the Black Country Executive Committee.	Enclosed
12.	Date of next meeting To note that the date of the next meeting will be 22 November 2022.	Enclosed

The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012

Specified pecuniary interests

The pecuniary interests which are specified for the purposes of Chapter 7 of Part 1 of the Localism Act 2011 are the interests specified in the second column of the following:

Subject	Prescribed description
Employment, office, trade, profession or vocation	Any employment, office, trade, profession or vocation carried on for profit or gain.
Sponsorship	<p>Any payment or provision of any other financial benefit (other than from the relevant authority) made or provided within the relevant period in respect of any expenses incurred by a member in carrying out duties as a member, or towards the election expenses of a member.</p> <p>This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Regulations (Consolidation) Act 1992.</p>
Contracts	<p>Any contract which is made between the relevant person (or a body in which the relevant person has a beneficial interest) and the relevant authority:</p> <p>(a) under which goods or services are to be provided or works are to be executed; and</p> <p>(b) which has not been fully discharged.</p>
Land	Any beneficial interest in land which is within the area of the relevant authority.
Licences	Any licence (alone or jointly with others) to occupy land in the area of the relevant authority for a month or longer.
Corporate tenancies	<p>Any tenancy where (to a member's knowledge):</p> <p>(a) the landlord is the relevant authority;</p> <p>(b) the tenant is a body in which the relevant person has a beneficial interest.</p>
Securities	<p>Any beneficial interest in securities of a body where:</p> <p>(a) that body (to a member's knowledge) has a place of business or land in the area of the relevant authority; and</p> <p>(b) either:</p> <p>(i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or</p> <p>(ii) if the share capital of that body is more than one class, the total nominal value of the shares of any one class in which the relevant person has a beneficial interest exceeds one hundredth of the total issued share capital of that class.</p>

Schedule 12A to the Local Government Act, 1972 (as amended)

Access to information: Exempt information

Part 1

Descriptions of exempt information: England

1. Information relating to any individual.
2. Information which is likely to reveal the identity of an individual.
3. Information relating to the financial or business affairs of any particular person (including the authority holding that information).
4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.
5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the authority proposes:
 - (a) to give any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - (b) to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.
8. Information being disclosed during a meeting of an Overview and Scrutiny Committee when considering flood risk management functions which:
 - (a) Constitutes a trades secret;
 - (b) Its disclosure would, or would be likely to, prejudice the commercial interests of any person (including the risk management authority);
 - (c) It was obtained by a risk management authority from any other person and its disclosure to the public by the risk management authority would constitute a breach of confidence actionable by that other person.

**MINUTES OF THE EDUCATION OVERVIEW AND SCRUTINY COMMITTEE,
CONFERENCE ROOM 2, WALSALL COUNCIL HOUSE.**

Tuesday 06 September 2022 at 6.00 P.M.

Committee Members present:

Councillor S. Ditta
Councillor B. Bains
Councillor R. Burley
Councillor S. Cheema
Councillor I. Hussain
Councillor A. Hussain
Councillor P. Kaur
Councillor L. Rattigan
Councillor C. Towe
Councillor T. Jukes

Portfolio Holder:

Councillor Mark Statham – Education and Skills

Non-elected non-voting:

Ms Sharon Guy - Primary Teacher Representative

Members:

Ms Wendy Duffus - Secondary Teacher Representative

Officers Present:

Sharon Kelly - Director Access and Inclusion
Rob Thomas - Head of Access
Judith Nash – Head of Service Inclusion
Lorraine Thompson – Head of Virtual School
Alex Groom - Admissions and Education Sufficiency Manager
Neil Picken - Principal Democratic Services Officer
Reena Farmah - Democratic Services Officer

Welcome and introductions were made.

8/22 Apologies

Apologies for absence were received for Councillor S.B. Hussain and Councillor S. Elson.

9/22 Substitutions

Councillor S.B. Hussain was substituted by Councillor T. Jukes.

10/22 Declarations of interest and party whip

There were no declarations of interest or party whip for the duration of the meeting.

11/22 Local Government (Access to Information) Act 1985 (as amended)

There were no agenda items requiring the exclusion of the public.

12/22 Minutes

A copy of the Minutes of the meeting held on 30 June, 2022 was submitted [annexed].

Resolved:

That the minutes of the meeting held on 30 June 2022 a copy having previously been circulated, be approved and signed by the Chair as a true and accurate record.

13/22 School Attendance Bill and Children Not in School Bill:

A report was submitted in respect of the School Attendance Bill and Children not in School Bill [annexed].

The Head of Access advised that key elements within Bill included:-

- Academy trusts;
- Funding;
- Attendance; and
- Safeguarding.

The Head of Access updated Members on key information contained in the Schools Bill and Schools White Paper. The paper sets out the Government's aim for all schools to be part of a multi academy trust (MAT), or in the process of joining one by 2030. The Director of Access and Inclusion explained that the Walsall Families of Schools vision encourages partnership working, based on the principle that collaboration, federation or academisation, as the most effective means of securing the long term future of high quality education provision in Walsall. School leaders and Governing Boards are to lead the way with the approach that best meets the needs of their school communities, the Council's role being a facilitator of support.

At the end of the presentation the Chair invited Members to ask questions of Officers;

Members requested for an update on the implementation of the National Funding Formula (NFF). The Director of Access and Inclusion responded that the formula was to be finalised by the Government, the new regulations will gradually reduce the scope of the Local Authority to alter funding arrangements; schools will be funded directly in line with the NFF. It was explained that further consultations will take place in the near future on transition to NFF. There is no set time framework for the implementation, Walsall Council are working towards NFF with the schools forum.

Members asked how the Local Authority ensures national targets are met.

The Director of Access and Inclusion explained schools were responsible for pupils' meeting the national benchmark targets. The percentage of pupils meeting expected standard in Walsall is currently 58% and the national average is 59%. The authority identifies schools for additional support within core areas to help close the gap.

The Director of Access and Inclusion provided an update on the outcome of the

Special Educational Needs and Disabilities (SEND) Inspection conducted by Ofsted and the Care Quality Commission. The inspection took place from 20 to 22 June, 2022 to assess whether the Local Area had achieved sufficient progress in delivering the improvements set out in the Walsall SEND Written Statement of Action (WSoA). The authority are pleased with the outcome that progress and improvements have been identified.

The inspection team held a number of focus groups across the two days with key people who have been involved in the delivery of the WSoA, inspectors met with schools, parents, carers, children and young people to capture their feedback. The Local Area recognises that there is still room for improvement and continues to work collaboratively with partners and families to ensure that an excellent offer is delivered for families impacted by SEND. It was agreed that a copy of the inspection report would be shared with Members.

Members congratulated Officers on the Local Area SEND services inspection outcome.

Resolved:

- 1. To share the SEND inspection report with Members.**
- 2. To note the report.**

14/22 Children not in school (attendance, exclusions, elective home education and children missing education):

A report was submitted on Children not in school (attendance, exclusions, elective home education and children missing education) [see annexed].

The Head of Access explained that depending on the statute of the schools bill the local authority's responsibilities would change and become enhanced. There are four key areas contained in the report:

- Attendance
- Children Missing Education (CME)
- Elective Home Education (EHE)
- Exclusions.

A discussion took place regarding the attendance data and national comparisons. The Head of Access explained that the government publish the data, the cycle takes several months to be reviewed and published. The report covers data from 2020/ 2021 academic year. Comparisons are made statistically with neighbouring authorities across England, which are demographically similar nationally.

Members questioned the data and asked how attendance could be improved. The Head of Access explained that schools were responsible for improving attendance outcomes and parents were legally responsible for ensuring their child attends school regularly. The Head of Access explained that the new schools bill would enhance responsibilities for parents, schools and the local authority who will coordinate, improvement and encourage good school attendance.

A discussion took place regarding catch up support following Covid-19 for elective home educated Pupils. In response the Head of Access clarified that the authority

received additional funding from the Covid-19 recovery grant to support Pupils. The authority have used this funding to employ a Literacy Officer. Some children have returned back to their previous settings and received one to one support, interventions and mental health / anxiety support. The Director of Access and Inclusions updated Members on the provisions in place for children missing education due to Covid 19. All exams were administered this year, during Covid-19 exams were not administered. The government provided funding to support children and young people to catch up on missed learning caused by coronavirus, importance has been given to the most vulnerable pupils and pupils from disadvantaged backgrounds who were most affected. This funding was withdrawn and replaced with the recovery premium funding.

A Member questioned how the authority safeguarded pupils from missing education. Assurances were given by the Head of Access regarding CME not falling through the system. It was explained that the Local Authority worked in partnership with the Safeguarding Board, health colleagues, GP practices and the Police to ensure CME are identified. Members were advised that the Council undertook home visits for those children who did not attend school consistently. In addition, schools have their own attendance officers to help enforce attendance and the Council have legal oversight of powers regarding attendance where more serious cases are identified.

A discussion took place regarding the suitability of elected home education. The Director of Access and Inclusion explained that Parents had a right to educate their children at home, the local authority's role is to understand the reasons for elective home education, identify the suitability of education, whether that education satisfies legal requirements in a safe and appropriate setting. Parents must provide suitable assurances and maintain contact with the authority. If the authority are not satisfied that a suitable education is being provided or if the parents have not responded to the informal inquiries, Walsall Children's Services will issue a notice in writing to the parent requiring them to satisfy the LA within 15 days that their child is receiving a suitable and full time education. There are penalties for noncompliance [see annexed].

Resolved:

That the report be noted.

15/22 Fair access and the Fair Access Protocol (FAP):

A report was submitted on Fair Access and the Fair Access Protocol [see annexed].

The Head of Access updated Members on the Primary and Secondary Fair Access Protocols (FAP) used within the Borough explaining that the FAP is part of the School Admissions process and ensures that vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible, minimising the time the child is out of school. Members noted that all local authorities are required to have a FAP. The FAPs provide a fair and transparent system to ensure that all schools share the collective responsibility in helping the most vulnerable, by admitting their fair share of children being placed.

Members were informed that the Local Authority receive 10,000 to 11,000 school applications for both primary and secondary schools. In the circumstances where a place cannot be secured mid-year the fair access protocol code can be used. During the 2021/22 academic year, there were 146 primary and 202 secondary FAP applications.

Members were informed that school places for Ukraine children would be provided.

Resolved:

That the report be noted.

16/22 Vulnerable Learners Hub (VLH):

A report was submitted on the VLHub [see annexed].

The Virtual School & Vulnerable Groups Lead provided Members with an overview of the VHL.

Members noted that from September 2021, the role of the Virtual Vulnerable Learners Hub will be extended to reduce exclusions of children aged between 0 to 18 years with a social worker and those who have had a social worker within the last 6 years.

The Virtual School & Vulnerable Groups Lead highlighted that the VLH has a key role in challenging schools where children with an Education Health Care Plan (EHCP) are at risk of exclusion. During the 2021/22 academic year the Virtual School team have successfully overturned the decision for 28 out of 33 pupils becoming permanently excluded.

A Member asked why Children with social workers performed academically worse than their peers. The Virtual School & Vulnerable Groups Lead explained that this was due to children having a disadvantaged start, neglect and missed education etc. The work carried out by the VLH ensures that these children receive the right support and have aspirations to enable them to achieve their best.

Members congratulated the Virtual School & Vulnerable Groups Lead for the success rates achieved.

Resolved:

That the report be noted.

17/22 Recommendation Tracker

The Principal Democratic Services Officer confirmed that the committee work program had been circulated.

Members were informed that their suggestions for agenda items on teenage pregnancy and overweight children had been accepted by the Social Care and Health Overview and Scrutiny Committee.

Resolved:

That the recommendation tracker be noted.

18/22 Areas of Focus

Members noted the Committees Work Program and the Forward Plan for Walsall Council and the Black Country Executive Committee.

Members requested an update on young people's homeless and the Finance Funding formula.

Resolved:

That young people's homelessness and the finance funding formula be added to the areas of focus.

19/22 Date of next meeting

The date of the next meeting will be 11 October 2022, at 6:00p.m.

There being no further business this meeting was terminated at 7.55 p.m.

Signed:

Date:

11 October 2022

Ofsted Local Area SEND Revisit Inspection Outcome and Actions

Ward(s): All

Portfolios: Cllr M. Statham – Education and Skills

1. Aim

The aim of this report is to provide the Committee with an overview of the results of the recent SEND Inspection, its outcome and the next steps and to provide assurance about the work that is in progress and planned in relation to improving the timeliness and quality of Education, Health and Care plans (EHCP's) and improving the quality of the Local Offer.

2. Recommendations

1. That the Committee recognise the development of SEND in Walsall
2. That the Committee confirm they are assured that there are robust plans in place to achieve improvement in the two areas of concern that were found not to have yet made sufficient progress at the SEND inspection.
3. That the Committee confirm that are satisfied with the robustness of the governance arrangements for the ongoing monitoring of SEND Improvement and the identification of impact
4. That the Committee confirm that they are assured by the plans to develop a wider robust SEND improvement plan over the next three months.

3. Report detail – know

Inspection Result

3.1. In June 2019, Walsall SEND Local Area was inspected by Ofsted and CQC. The inspection found that there were a number of significant concerns about the quality of SEND services in Walsall and the Local Area was directed to develop and implement a Written Statement of Action outlining how services in the specified areas of concern would be improved. The nine areas of concern were:

- The lack of a meaningful partnership and co-production with children and young people, parents, carers, schools and services, which has meant that the code of practice has not been effectively implemented over time.
- Poor-quality EHC plans, which do not accurately reflect children's and young people's special educational needs, and do not adhere to the statutory timescales for completion – Ofsted noted that EHC plan

assessments, annual reviews and updates to EHC plans are delayed and that EHC plans do not routinely capture the child or young person's voice.

- Poor outcomes for children and young people with SEND
- A lack of post-diagnostic support for children and young people with an autism spectrum disorder
- A high and disproportionate number of fixed-term and permanent exclusions of children and young people with SEND
- A lack of appropriate provision and support, which has led to significant numbers of children and young people missing from education
- A failure to ensure an impartial information, advice and support (IASS) service for parents in the local area
- The poor quality of the local offer, which does not meet the requirements of the code of practice
- Weak arrangements for joint commissioning, which do not consider information about the local area well enough

3.2. The inspection framework outlined that the Local Area had two years in which to make sufficient progress in improving the nine areas of concern against the actions outlined in the plan. However, the Covid-19 pandemic delayed the re-inspection. In June 2022, Ofsted announced that Walsall's re-inspection would take place.

3.3. Inspectors requested a suite of documentary evidence prior to inspection, including the Local Area's self-assessment of their current position in relation to the quality of SEND services, the progress against the nine areas of concern and where improvements were still required. Inspectors were then on site for four days over which they held several focus groups with parents, carers, children and young people, education staff and local authority and health staff.

3.4. Following the re-inspection, Walsall was found to have made sufficient progress against seven of the nine areas of concern.

The inspectors acknowledged the way in which Local Area leaders have worked with FACE Walsall to improve communication with parents and carers regarding SEND issues across the local area. FACE Walsall also now sit on the Local Area Improvement Board (LAIB), ensuring that families' voices are clearly heard and understood.

The report also highlighted that the local area has collaborated well to develop Walsall's SENDIASS and this been universally well received with parents and carers welcoming and appreciating the help and guidance this service provides, as well as the guidance with navigating the local area's systems and processes.

Other areas of progress identified by inspectors include the development of groups to gain the views of children and young people in order to shape support going forward and improved support for Autism, including post-diagnosis support for parents and children and specialist training for professionals.

It is encouraging that the report highlights our progress in co-production work with parents and carers, increased usage of the Early Help Children's Hub, our Holiday Activity and Food Programme offer and the improvements in communication that have been made by the service.

The Local Area recognises that there is still room for improvement and we will continue to work collaboratively with our partners and families to ensure that an excellent offer is delivered for families impacted by SEND.

3.5. The two areas where sufficient progress was deemed not to have been made were:

- Poor-quality EHC plans, which do not accurately reflect children's and young people's special educational needs, and do not adhere to the statutory timescales for completion – Ofsted noted that EHC plan assessments, annual reviews and updates to EHC plans are delayed and that EHC plans do not routinely capture the child or young person's voice.
- The poor quality of the local offer, which does not meet the requirements of the code of practice - Too many parents, carers and other stakeholders do not know that the local offer exists. Those who know of its existence have found it to be of little or no use.

3.6. The [inspection result](#) was published on 18th August 2022. A communication plan was developed around the publication, including a press release ([Ofsted re-inspection finds positive improvements in Walsall's SEND offer](#)) and an interview with Councillor Statham. This resulted in a number of positive news stories:

- **BBC:** [Improvements made for Walsall SEND pupils, watchdog says](#)
- **Express and Star:** [Education services for vulnerable youngsters 'on the road to recovery' in Walsall](#)
- **Birmingham Mail:** ["Parents say they feel involved" - inspectors hail improvements in services for vulnerable children in Walsall](#)

3.7. The result has also been published on the [Local Offer web pages](#)

Accelerated Action Plan (APP)

3.8. The Local Area submitted an Accelerated Progress Plan (APP) to the Department for Education (DfE) on 6th October for the two areas of concern against which sufficient progress was not made outlining how improvements will be made over the next 12 months:

3.9. As part of the submission we were required to demonstrate:

- The governance and accountability structures and processes that will support our next phase of improvement.
- The actions the Local Area is now taking (and have taken since the inspectors' revisit) to respond to their outstanding concerns.
- The impact measures and milestones to which you are working, being clear on the improvements you will have delivered in the next 3, 6 and 12 months.

3.10. Guidance from our DfE and NHS England advisors was sought on how best to present the APP and [Staffordshire's](#) was recommended as an example of good practice, so we are adopting that format for Walsall's APP.

- 3.11. There are already improvement plans in place for the two areas of concern which have been developed with input from partners, parents and carers. These are being used as a basis to develop the APP with further input from parents, carers and partners across the Local Area over the next two weeks prior to submission.
- 3.12. Local Area Improvement Board (LAIB) members were asked to comment on the plan and sign off via email prior to submission.
- 3.13. Progress against the APP will continue to be monitored by our DfE advisor, Pat Tate and NHS England advisor Deborah Ward and will be monitored locally via the LAIB.

Current and Next Steps – Quality of EHC Plans and Local Offer

EHC Team Structure and Support

- 3.14. In order to build on improvements to EHC plans and pathways, stability within a permanent EHC Team structure is needed to develop long-term working relationships with families and partners. As a result of a recruitment drive, six permanent officers have been recruited as Family Link Officers.
- 3.15. We have amended the language used around families and children, changing from “case” to “child” or “young person”, which is more personalised, as well as “Family Officers” rather than “Case Officers”.
- 3.16. The recruited permanent members of the EHC team will focus on families rather than schools, ensuring that the processes become child and family centred. The team will be supported with clearly defined processes and procedures and a new Induction Pack which was developed in July 2022.
- 3.17. This increased capacity within the EHC Team of officers, who are local, will support greater capacity for attendance at meetings to support families where needed. In addition, interviews are underway for a permanent EHC Team Manager and advertisement is live for four permanent Senior Officers. This will complete the team and ensure a longer-term permanent structure by April 2023.
- 3.18. The EHC Team is now assigned into Locality teams which are mapped to work alongside Early Help Hubs (North, South/Central, East and West). Each locality is led by a Senior Officer who has responsibility and oversight of allocations, rising needs, KPIs, complex families and responsible challenge and support to schools. These are currently interim officers and line manage a team of Family Link Officers and dedicated EHC plan writers who are focused on quality within plans.
- 3.19. The Locality Senior Officers and Family Link Officers are starting to establish strong links with their communities, becoming more of a visible presence. They have already hosted training and beginning to organise community events. Communication has been improved through these officers but also with the addition of locality mailing lists and termly newsletters to ensure that parents have consistent communication on issues affecting or relevant to their community.

Quality Assurance of EHC Plans

- 3.20. We have coproduced a new EHC Plan template which allows for greater personalisation according to age/ phase (supporting the changes to Phase Transfers detailed in additional report for this Scrutiny Committee) as we are focussing on developing early years and post 16 pathways. Much time has been spent exploring ways of maximising the EHC Hub (the online case management system) and clear instructions have been sent to schools and parents to ensure consistency. An annotated template has been given to all the team and schools to ensure best practice and maintain consistency of language and approach when drafting. This has already started to impact on the quality within EHC Plans.
- 3.21. Much work has been taken to develop joint working with professionals focusing on Educational Psychologists and Health partners. We have introduced a multi-agency EHC statutory assessment pathway which includes a multi-disciplinary decision-making group who support with Quality Assurance and financial agreements in addition to making robust, equitable and timely decisions. The statutory assessment paperwork and process has been much reduced for SENCOs and colleagues and in doing so has become more accessible to families. This has also supported in improving timeliness at the earlier stages of assessment. We have created a sleeker pathway and created self-imposed deadlines lines which add in valuable extra weeks against the statutory time frame.
- 3.22. We have significantly changed our annual review process to ensure that these meetings are more purposeful, families feel informed throughout, decisions can be made in a timely and appropriate manner. We have reduced our paperwork to the basic statutory requirements which mean schools are not burdened with duplicated paperwork. Time can be spent with children rather than unnecessary paperwork. Schools and parent are able to make amendments to their own EHC plans which should result in annual reviews being made in a timelier manner. This involves a triaging of amendments required, with schools being more able to secure attendance from EHC Team members who can make decisions in meeting, as well as being able to make pre-approved amendments. Annual reviews and assessments are being split into localities and tracked through daily scrutiny groups making it easier to track issues and resolve quickly.
- 3.23. All settings have been sent a comprehensive document outlining new procedures and paperwork for assessments and annual reviews. We will monitor and take feedback on the changes to process from parents and settings, as well as regular training and troubleshooting sessions to embed settings understanding of the documents and process.
- 3.24. EHC Plans will be quality assured via weekly dip sample by Senior team members, in addition to the formal reporting to the Quality Assurance team. We are also creating a parental Quality Assurance Working Group for reference, key themes and development. This will be all umbrellaed by an overarching Quality Assurance Framework which will include theories of good practice, examples of what good looks like, themes for development and reflection upon changes.

Advices for EHC Plans

- 3.25. We recognise the need to foster stronger working relationships with Health partners, as a result we have scheduled a service wide Development Day in the autumn term as well as a cross team training event. These days will emphasise the importance of quality advice to feed into the EHC Plan and support consistency. We are developing a standardised template for Health and social care advices.
- 3.26. At a permanent level, we have recruited an Advisory Inclusion Team Manager, EHC Family Link Officers and a Principal Education Psychologist who will steer their teams in developing consistency of advice.

Local Offer

- 3.27. We have recruited a Local Offer Co-Ordinator who sits within the Early Help service to develop the Local Offer in collaboration with parents, carers, children and young people and partners. The Local Offer Co-ordinator is currently ensuring that the information on the Local Offer is up to date and identifying any gaps. All relevant EHC documents, including the ones detailed above, are now uploaded to the Local Offer for accessibility and transparency.
- 3.28. We are establishing a Local Offer Steering Group to lead on identifying the developments that are needed and the support in progressing the development of the Local Offer including the design of new webpages, improving navigation and suggesting other information that should be included.
- 3.29. We are increasing opportunities for co-production with parents and carers and are hosting four face-to-face co-production events throughout October. The Local Offer Co-Ordinator is also attending parent and carer group meetings in order to provide updates and seek feedback.
- 3.30. The Local Offer Co-Ordinator is also establishing a group for children and young people with SEND to enable co-production and their involvement both in the Local Offer development and wider SEND Improvement.

Next Steps – Ongoing SEND Improvement

- 3.31. In addition to the two areas of concern against which sufficient progress was not made, it is recognised that although sufficient progress was made against the other areas, this does not mean that there is not still room for improvements. In addition to this, there are other areas within the delivery of SEND services which need to be developed and improved, particularly in light of national changes including the new inspection framework and the legislative changes outlined in the SEND Green Paper.
- 3.32. In order to ensure that Walsall is prepared for these changes and delivering high quality SEND services to children, young people and families in Walsall which meet their needs and improve outcomes, the Local Area will, over the next three months be developing a two-to-three-year improvement plan outlining the ambitions for SEND services in Walsall. Using available tools and undertaking an in-depth audit against the Code of Practice, the improvement plan will be developed in co-production with children, young people, parents, carers,

education providers and employers, as well as staff from across the Local Authority and Health. LAIB members will be asked to be part of the development of this plan. The aim is to have a finalised, signed off plan by the end of the calendar year.

- 3.33. There will not be another re-inspection in relation to the original nine areas of concern or the remaining two areas of concern. The inspection framework has been redeveloped by Ofsted and CQC and is due to be launched in April 2023.

Governance, review and ongoing monitoring

- 3.34. The ongoing development and implementation of SEND improvement plans, including the APP, will be led and overseen by the Local Area Improvement Board (LAIB). The LAIB has direct accountability to the Health and Wellbeing Board and 'dotted line' accountability to the Walsall Learning Alliance. The LAIB will seek assurance that improvement plans are progressing and that milestones and deadlines are being achieved. Where there is slippage or risk, the LAIB will provide appropriate challenge and support.
- 3.35. The success and impact of the improvement plans on improving outcomes for children will be monitored through the use of data from across the partnership and a partnership SEND dashboard will be developed to support this.
- 3.36. Oversight will also be held for individual elements of SEND Improvement plan within individual organisations where responsibility for service delivery lies including Children's Services DMT and the ICB SEND Assurance Group.
- 3.37. In addition, the implementation and progress of the APP will be monitored by the DfE on a regular basis.

4. Financial

- 4.1. High Needs funding supports the funding for children and young people with EHCP and complex needs. This funding stream will be reported through the financial reports to scrutiny during the year. We are currently modelling the impact of growing needs in Walsall against our high needs funding allocation to determine any ongoing pressures over the coming years. These too will be reported through the finance reports and will form part of the annual budget setting process.

5. Reducing Inequalities

- 5.1. The improvement measures taken to increase the quality of EHC Plans supports our aim to reduce inequalities and support young people with SEND to meet their outcomes into early adulthood by ensuring that all young people with an EHC plan are supported and represented by a document that is robust, forward looking, high quality and considers their views throughout.
- 5.2. It also supports our key area of focus that our children should:
- have the best possible start
 - be safe from harm
 - be happy, healthy, and learning well.

- 5.3. The improvement of the Local Offer also supports our aim to reduce inequalities by ensuring that all families have access to relevant and clear information, including that of which services are available in their immediate community.

6. Decide

- 6.1. The Committee may decide to request further information or assurance in respect of implementation of these changes and success criteria.

7. Respond

- 7.1. Walsall EHC Team will continually seek feedback from families and settings inputting to the EHC process, as well as statutory partners.

8. Review

- 8.1. Improved outcomes for children and young people and the progress and implementation of SEND improvement will be monitored the LAIB, organisational governance and the DfE as outlined in paragraph 3.31 – 3.34 above.

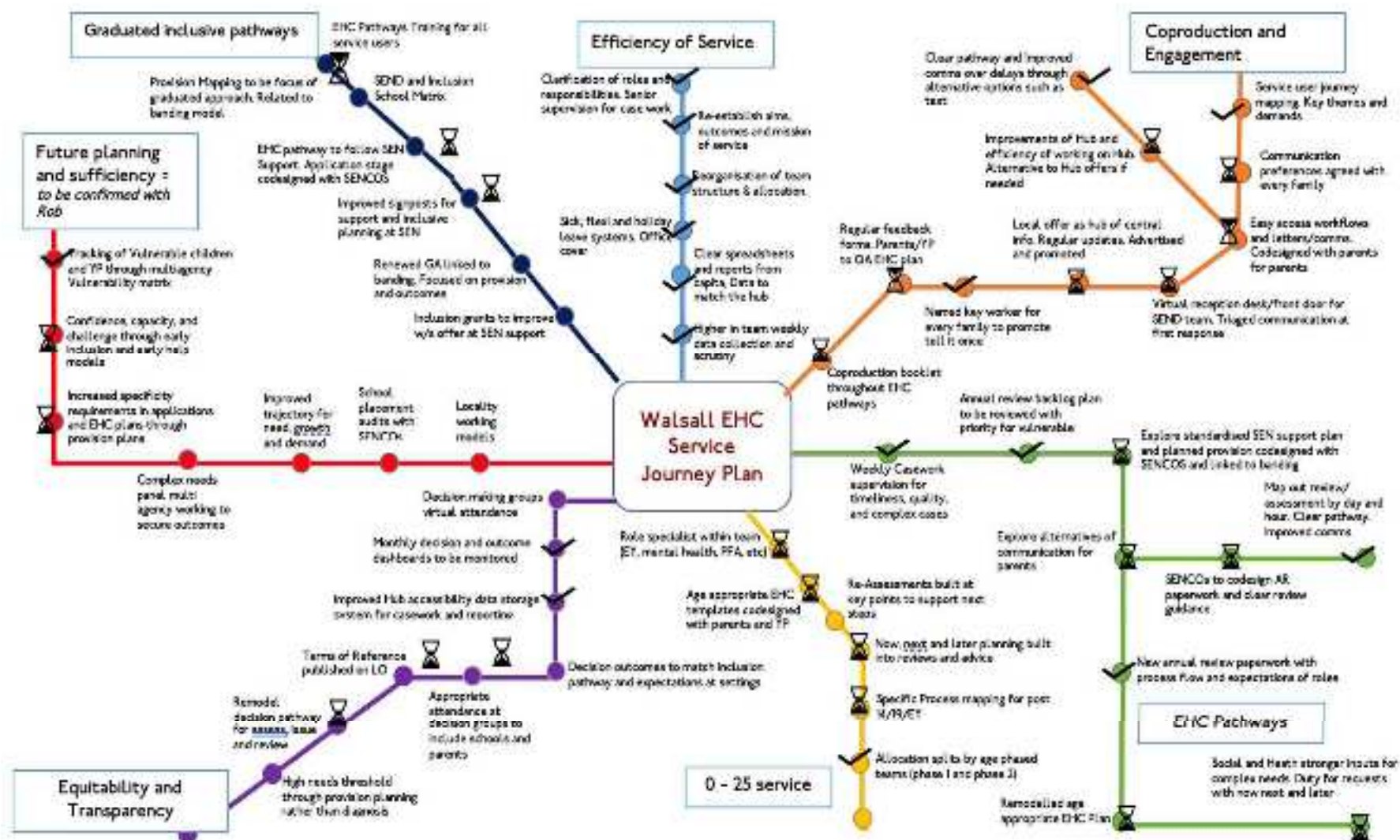
Background papers

EHCP team pathways and developments
EHCP training guide
EHCP template
SENCO guide to Walsall EHCP pathway

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Graduated Inclusive Pathways	Efficiency of Service	Coproduction and Engagement	EHC Pathways	0 to 25 service	Equitability and Transparency	Future Planning and Sufficiency
<p>This is a key focus for summer 2022 and emphasis will now shift towards coproduction and codesign with schools. It is linked to the work in the specialist review. There are working groups about to begin (and some already started) exploring key issues and ideas for development. The team have designed paperwork that will support SENCO time. This is being trailed but will be given to all schools. This will lead to quality in the EHC plan and support the removal of backlogs. The SENCO networks will be re-established and used to deliver key messages and training. There is core group working on the planning of these to ensure they align across all developments within the LA</p>	<p>This has been the focus for the EHC team and important to ensure the recovery programme in set on firm foundations. The team have developed new roles and established a Family Link Officer role. The team are working under an interim organisation which is now impacting on improved timeliness. The team now have a 'weekly SEND headlines' which shares key data and outcomes across the while team. This has encouraged a team involvement and wider understanding of progress. The team have focused SMT and team meetings to address issues and case causing concern. This has improved internal communication and joined up working. There is a new dedicated team manager who is bringing stability and security to the team through training and development. The team will start to return to a hybrid of home and onsite working</p>	<p>The team are collecting user journeys to inform a cycle of review and development. This has led to some discussions about future improvements. All families have a point of contact throughout the process called a family link officer. This has led to improved communication and ability to explain delays. The team are in the process of setting up a virtual front door with a rota for duty from senior officers. This will lead to better accessibility for parents and quicker responses for communications. The team have a dedicated Engagement and Coproduction Officer who is working on improvements in letters and ways of contacting parents. In the next few weeks parents will have a communication preference form and a questionnaire after every issued plan. The team are working with the local offer officer to improve information available on the site and ensure compliance. There is a monthly dedicated SEND newsletter which goes out to parents and schools.</p>	<p>The team have spent much time mapping out the pathways to explore where there is lost time and missed opportunities. There is a draft new assessment and review flow which after being trialled has improved timeliness. This is looking to be expanded and include a seamless assessment application process involving multi professional and TAC. There has been much improvement in the backlogs. The team are now working in a task approach which is supporting timeliness and delivery. There is higher level scrutiny through I-Is, supervision and team meetings. The next steps are to improve paperwork including the application, review and EHC template. The team are exploring higher personalisation and preparation for adulthood. This is currently limited by the Hub, however the team are working together to explore different ways of using the hub. There has been much working with social care and health care colleagues to improve timeliness and quality of contributions.</p>	<p>The team have begun working in age phases. The next steps are to develop champions in the team with specialities in certain areas. There is a training agenda now with weekly sessions on different aspects of EHC pathways. There is much work exploring EY and post 16 pathways including preparation for adulthood from the earliest of years. This should result in streamlined pathways for the most vulnerable children and bring planning from 20 weeks to 16 weeks where needed. Contributions will become on templates which will encourage specificity and now, next and later plans. This will support quality in EHC plans. The team are working with EPs to explore new ways of working and increase capacity to ensure increased reassessments when needed. The EPs are looking towards a graduated level of professional involvement which will include consultations and alternative forms on involvement.</p>	<p>The team have redesigned the decision-making pathways, and this is now ready to explore with wider services and schools. The planned decision-making groups will include parents who will be fully informed by the Family link officer, to contribute to the decision. Trial groups will start in the summer of 2022. Schools will be fully involved and be seen as credible partners. The team have spent much time working on data and reporting. There is now a weekly headlines which shares all key information and ensures everyone in the team knows progress being made.</p>	<p>This area is linked to the SEND specialist review and joins up with the work of Cathy, Kate and Rob. The team are looking at the consultation process to see how this can be improved and better planned for in 2022. Phase transfers were mostly completed in time. A new template will support high specificity in plans</p>

Education, Health and Care Plan

Written in accordance with Section 37 of the Children and Families Act 2014 and Regulations 11 and 12 of the SEND Regulations 2014.

Relationships, Community, Education

This is a training guide to completing a Walsall EHC Plan. The green text are instructions and must be deleted. The black type is sections that should be included in the plan. There may be two options for text. Make sure you select the relevant one and delete the other. Use the training guides to help.

Write in arial font size 11



Contact Details

Family Name			First Names		
Home Address			Date of Birth		
			Telephone		
			Email		
Educational Setting		Year Group	SENCO		
Gender	First Language	Ethnicity	NHS Number	CAF / EHA /CIN	
GP Contact Details					
Persons with Parental Responsibility		Relationship	Contact Details (if different)		
Best Person to Contact <i>family member</i>		Name and Method of Contact			
LAC Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Social Worker <i>name and contact</i>			
If YES, which authority is responsible for this child / young person? /Contact details					
Details of any interpretation/access support needed for the family					

Section K: Advice and Information

from the people who have contributed during the EHC needs assessment or annual review.

	Name	Role	Involvement		Report	
			Type	Date	Title	Date
Family						
Education						
Healthcare						
Other						

Dos and Don'ts of Section A

Do	Don't
<p>Write these as a narrative about the child of from the family. Make it personalised.</p> <p>Always write in first person</p> <p>Look at all sources to see if there is information in other reports that can support this with content or contact school or family to add more detail</p> <p>Use the conversation starters to support content</p> <p>Add in pictures, photographs, paintings etc.</p>	<p>Do not include professional reports in this section.</p> <p>Do not use 'did not comment at this time'</p> <p>Avoid using bullet points</p> <p>Don't use references to appendices (K1, K2 etc.)</p>

Conversation Starters for Child and Young Person Views

We can accept child or young person views in any format relevant to the child. You may want to consider alternative to writing such as mood boards, paintings or photos. We can accept power point presentations, videos or any other media platform. The following conversation starters may be useful in gathering views

- *What things have you enjoyed doing most this year? What activities did you do really well in?/ Who or what helps you in school?*
- *What has gone well for you this year?/ What are you pleased about?/ What has made a difference to your family?*
- *What is your proudest moment?*
- *What are your aspirations?*
- *What is really important to you?*
- *What would you like to do more of?*
- *Is there anything you are concerned about? Is there anything you are worried about?*
- *What has been a challenge you this year?*
- *What do you feel needs to change?*
- *What would you like to do outside of school*
- *What would you like to do in the future?*
- *What job would you like? Where would you like to live?*
- *What have you not enjoyed doing this year?*
- *What have you found hard this year?*
- *What could make things easier?*
- *What do you currently do with your friends and what would you like to do?*
- *What do you do outside of school and what would you like to do?*
- *Are you happy with your friends? Do you find making friends difficult? Would you like more help with this*

Holding Page to be replaced with photos, pictures etc. Format to be determined by the CYP.

Use the conversation starters to develop this

Add to this section with pictures and photos if available

Dos and Don'ts of Section B

Do	Don't
<p>Translate the reports into a readable version</p> <p>Look at all sources to see if there is information in other reports that can add to content</p> <p>Use the APP's to support drafting this section.</p> <p>Contact school if more information is needed.</p> <p>Write strengths in a narrative</p> <p>Write needs in bullet points</p> <p>Make sure outcomes are SMART</p> <p>Group outcomes together</p> <p>Use end of year or end of key stage</p> <p>Be specific in provision – duration, time, frequency, ratio</p> <p>Use the application information as well as assessment information. All this is relevant</p>	<p>Don't use references to appendices (K1, K2 etc.)</p> <p>Do not copy and past directly from professional reports unless they are readable and accessible.</p> <p>Do not rely solely on EP report. Use all the information available.</p> <p>Do not use bullet points in strengths</p> <p>Do not use specific dates</p> <p>Do not use language such as would benefit from, should access</p>

Section A: Parent's Views	
Our story so far...	
<p><i>Use conversation starters or information from coproduction booklet. If family do not give comments related to box, delete that box altogether. Do not leave empty boxes on page. If information is limited, delete 'Our story so far' and replace with Our views, then combine all information into one box. Delete all boxes after</i></p>	
Concerns and Worries	
Achievements and Strengths	
Friendships and relationships	
Learning and educational progress	
Health and wellbeing	
Aspirations and long term goal	

Important
information to
know

Section B: Special Educational Needs (SEN)

Page 28 of 178

Summary of SEN		<i>Write a narrative – Don't use bullets. Include a summary and impact of needs here</i>
Impact on education and learning		
Strategies that help <i>N.B. These are class and school-based strategies which are relevant to the child / young person.</i>		<i>If these are available use from education reports. If not available delete box</i>
Cognition and Learning	Strengths:	<p>.</p> <p>Where the CYP does not have identified SEND XXX has making good progress in this area in line with age expected learning and does not have additional needs in this area that are impacting on his/her learning. XXX needs do not require provision that is additional to that which is normally provided for children and young people of a similar age. Delete all boxes after this one</p> <p>OR <i>Write as a narrative. Do not use bullet points here. Be positive. Keep to strengths. Don't use the word 'but' as this joins a strength to a weakness.</i></p>
	Needs:	<i>Write as a succinct bullet points or as narrative</i>
Communication and Interaction	Strengths:	

	Needs:	
Social, Emotional and Mental Health	Strengths:	
	Needs:	
Physical and Sensory	Strengths:	
	Needs:	
Independence and Key Transitions	Strengths:	
	Needs:	

Preparation for Adulthood		
Higher Education and / or Employment	Strengths:	<i>To be identified from year 9 or earlier if appropriate. Delete entire box if not appropriate at this time.</i>
	Needs:	
Independent Living	Strengths:	
	Needs:	
Participation in Society	Strengths:	
	Needs:	
Being as Healthy as Possible in Adult Life	Strengths:	
	Needs	

Section C - Health Needs that relate to Special Education Needs

Strengths	<p><i>Option A where there are no identified health needs</i></p> <p>XXX currently has no additional health needs and does not have any involvement from health teams at this time. Advice was sought during the assessment process which confirmed there is no information to add to an EHC plan at this time. The family are advised to access universal health services including primary healthcare and dental services as appropriate to facilitate prompt recognition of any emerging physical or mental health need. The EHC plan will be amended should further information become available.</p> <p><i>Delete all boxes after this one. Do not write 'No information has been provided at this time.'</i></p> <p><i>Option B Where there are health needs</i></p> <p><i>This should be provided by health practitioners. Write in a narrative and highlight details of child's strengths relating to health. This may include such things as personal care, independence, attendance at school despite planned or unplanned health appointments, physical exercise (age appropriate) and healthy eating.</i></p>
Health Needs	<p><i>Only complete if needs identified above. If no needs delete this box</i></p> <p><i>This should be provided by health practitioners on the APP C. Describe health needs. Include diagnosis and explain what this may mean and the impact. If you are unsure seek further clarity.</i></p>

Section D – Social Care Needs that relate to Special Education Needs or to a disability

Strengths	<p>Option A Where there is no social care identified</p> <p>Xxx is currently being supported by his / her primary care giver and has access to universal services outside of statutory services. Advice was sought during the assessment process which confirmed there is currently no information to add to an EHC plan at this time. The family have been advised that they can access Early Help or available services via the local offer at The SEND Local Offer (walsall.gov.uk)</p> <p>The EHC plan will be amended should further information become available.</p> <p>Do not write 'No information has been provided at this time. Delete all other boxes in this section.</p> <p>Option B Where there are social care needs, this should be provided by social care teams. Write in a narrative and highlight details of child's strengths relating to social care.</p>
Social Care Needs	<p>Only complete if option B needs identified above</p> <p>This should be provided by health practitioners on the APP C. Describe health needs. Include diagnosis and explain what this may mean and the impact. If you are unsure seek further clarity.</p>

Model for writing PfA Outcomes using the 'Outcome Sandwich'

The Outcome Sandwich is a structure to support writing person-centred outcomes.

The top – specifies a realistic timescale by which an outcome will be achieved. This part should also contain the young person's name.

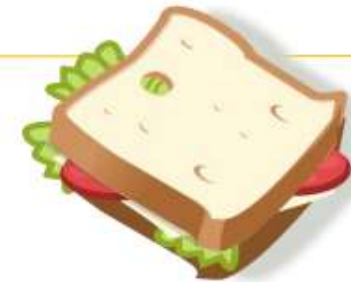
The filling - specifies the skill that will develop as a result of provision. Skills should be measurable through observation or assessment.

The base - specifies how the skills in 'the filling' move the young person towards the life they want for themselves. What will this skill give the young person, or make possible in their future life or do for them as part of their preparation for adulthood (PfA).

For example:



PfA Outcomes - The Sandwich Model



By When?

Short term – 1 year or 6 months in early years

Long Term – 3 years or next transition point e.g. end of Key Stage

The measurable skill that will develop as a result of provision

What will the young person be able to do?

Relates to what is important to the young person now and in the future

Moving the child / young person towards the life they want for themselves

in order to... so that... to support towards... to allow...

What will it give the child?

What will it make possible?

What will it do?

How does it prepare the child for adulthood?

Develop Relationships

Develop Independent Living Skills

Support Access to Employment

Maintain Health

EHC Plans SPECIFY & QUANTIFY - WHY?

An Education, Health and Care Plan (EHCP) is a binding, legal document, which should detail in a clear and concise language what the child / young person's needs are and precisely what support they will receive to meet each of those needs,

Provision **must** be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes.
(*Special educational needs and disability code of practice: 0 to 25 years*)

The detail in an EHCP should mean that children & young people with an EHCP, their parents & the professionals who are supporting them know exactly what support is in place. This should include details regarding what the provision is, how often they will receive it, how long it will be, when & where they will receive it, who will deliver the provision & what level of training & expertise they need to hold.

Provision **must** be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this support is secured through a Personal Budget
(*Special educational needs and disability code of practice: 0 to 25 years*)

For example, If the provision is to follow a programme in a group, the detail should include not only what the programme is, but also what the programmes content is; how long the programme will run for & how long each session will be, how frequently the group will meet, what size the group is, who will deliver it & what level of training & expertise they need to have.

Additionally word such as Opportunities for; Access to; Benefit from; Regular; as Required, are woolly or weasel words which are vague, meaningless, easily misinterpreted, and may dilute the provision that is needed.

For example *"regular speech and language therapy input as required"*.

However, if this was written in a legally compliant EHC plan

"One hour direct individual speech and language therapy session per week with a speech and language therapist with knowledge and experience of the communication profile of children with Down's syndrome"

Additional examples of woolly words & lack of specification & quantification include:

- * *Access to support from a Learning Support Assistant.*

This fails to identify how much support the child will have, or what training and experience

EHC Plans SPECIFY & QUANTIFY - WHY?

the Learning Support Assistant should have to support the child. In addition, it is important that there is detail as to the exact support the child requires and how that will be delivered.

- ✱ *Requires a programme to develop social communication and interaction skills delivered in 1:1 and small group settings and would benefit from opportunities to practice new skills learnt throughout the day.*

States that a programme is required but doesn't set out exactly what the child needs. The programme must be described, and its content must be specific to the child's requirements. It doesn't identify what size small is, the use of the words 'benefit from' and 'opportunities' is vague, meaningless and can't be enforced.

- ✱ *Daily opportunities with a teacher to improve self-esteem and develop a positive self through increased awareness of individual strengths and attributes and through achieving success in a variety of contexts.*

Again, the use of 'opportunities' is vague, meaningless and unenforceable. The description gives no understanding of what provision will actually be provided. It lacks detail regarding what is required, what specific activities, tasks and what support the child needs to achieve these outcomes.

- ✱ *A structured programme to develop motor planning coordination skills.*

There is no detail as to what is required. Details of the programme must be set out; including who will deliver the programme How often will it be delivered and for what duration? Who will assess and review the programme and how often?

- ✱ *Requires the equivalent 25 hours of support to be used flexibly across the school day to include individual, small group and whole class teaching to meet the outcomes described.*

This is vague and lacks specific information on what is required, when, for how long etc.

Also, ask what is meant by equivalent? Who is to provide the

It is this detail that you need in the EHCP



Key points for getting specific information in EHCPs.

Focus on the child's needs and the specifics of what they require to meet them. If you are told that there is a need for some flexibility in the EHCP, this cannot be used as a reason for

EHC Plans

SPECIFY & QUANTIFY - WHY?

lack of specific information where detail could reasonably be given. If the EHCP has vague, unspecific and meaningless words in Section F, you must ask for detail, speak to the Statutory Access & Review Team (StART) and ask for amendments to ensure the EHCP specifies & quantifies the provision needed. If, following assessments, the report writers have written vague and unspecified strategies in their reports, the Plan Coordinators should be ensuring the evidence they receive makes the EHC legally compliant.

The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement...They may comment on the amount of provision they consider a child or young person requires and local authorities should not have blanket policies which prevent them from doing so.
(*Special educational needs and disability code of practice: 0 to 25 years*)

Section E: Education Outcomes	Section F: Education Provision		
Area of SEN	Provision actions/interventions to achieve the outcome Staff will...	Details of provision (How long? How often and by whom?) The provision will include...	Provision required (Funding)
Cognition and Learning <i>Write all relevant outcomes in this box.</i> <i>Do not split into separate boxes.</i> <i>Do not use specific dates as these become outdated quickly. Stick to end of key stage.</i> <i>Do not reference appendices.</i> <i>You can link families aspirations to this</i>	Teaching and support staff working with xxx. Specialist teaching service If other professionals – name this. Individual support. Individual and small group support. Individual, small group and whole class support. Do not use 1-1 support unless there is evidence to confirm this. Amend / delete as appropriate.	Be specific with language. Do not use ambiguous language Use specifics. Include duration and frequency (10 mins 5 time per week) If specificity has not been given use following sentence... This will form part of xxx's daily personalised within a high quality and inclusive teaching environment. If require specific qualification such as dyslexia specific level of training required.	Element 2 will provide ordinarily available provision. This will include adapted and modified high quality inclusive teaching strategies A further xxxx Band xxxx for additional teaching assistance, support and resources, plus specific costs towards equipment, specialist lessons or resources <i>Write band in here with financial</i>

<p><i>outcome if available or relevant.</i></p> <p>A. By the end of Key Stage 2, Xxx will be able to, so that he / she can:</p> <p>B. By the end of Key Stage 2, Xxx will be able to, so that he / she can:</p>			<p><i>amount. Do not just write the band</i></p>
<p>Communication and Interaction</p> <p><i>Repeat as above or delete row if no needs have been identified in section B</i></p>			
<p>Social, Emotional and Mental Health</p> <p><i>Repeat as above or delete row if no needs have been identified in section B</i></p>			
<p>Physical and Sensory</p> <p><i>Repeat as above or delete row if no needs have been identified in section B</i></p>			

Preparation for Adulthood	<i>Delete this row if not applicable</i>		
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Monitoring and Review Arrangements

The arrangements for the setting and monitoring shorter term targets by the early years' provider, school, college or other education or training provider. Please delete as appropriate.

- A plan describing how the additional resources are to be used should be drawn up by the SENCO and presented to the Local Authority as soon as possible.
- This plan should be shared with parents and submitted to the Authority as soon as possible,
- A formal review of XXX's progress must be held at least annually unless those responsible for their education consider they should be held more frequently

Review and transition review arrangements for the EHC plan

- XXX's parents and all professionals involved must be invited to the review and provided with an opportunity to make their views known
- XXX will be closely involved in reviewing his / her own progress and setting his / her own outcomes with the help of the education setting.

Section G: Health Care Provision

Priority Annual Outcomes	Provision or Action required towards achieving the outcome	By Whom	By When / How Often	Funding
<i>These should be supplied by health practitioners on the APP C. Make sure they are SMART</i>	<p><i>The law makes clear that speech and language therapy is presumed to be an educational provision. Occupational therapy and physiotherapy, because they provide education and/or training, and because they enable other elements of education are also educational provision. These should be in section F.</i></p> <p><i>This section must be provided from health professionals as it is funded through health care and not education</i></p>	Name professional as appropriate or if in school highlight training staff will need and from who in order to deliver this.	Level of support required. You may include 1-1 here if it is required for medical reasons.	<i>This must be supplied by health</i>

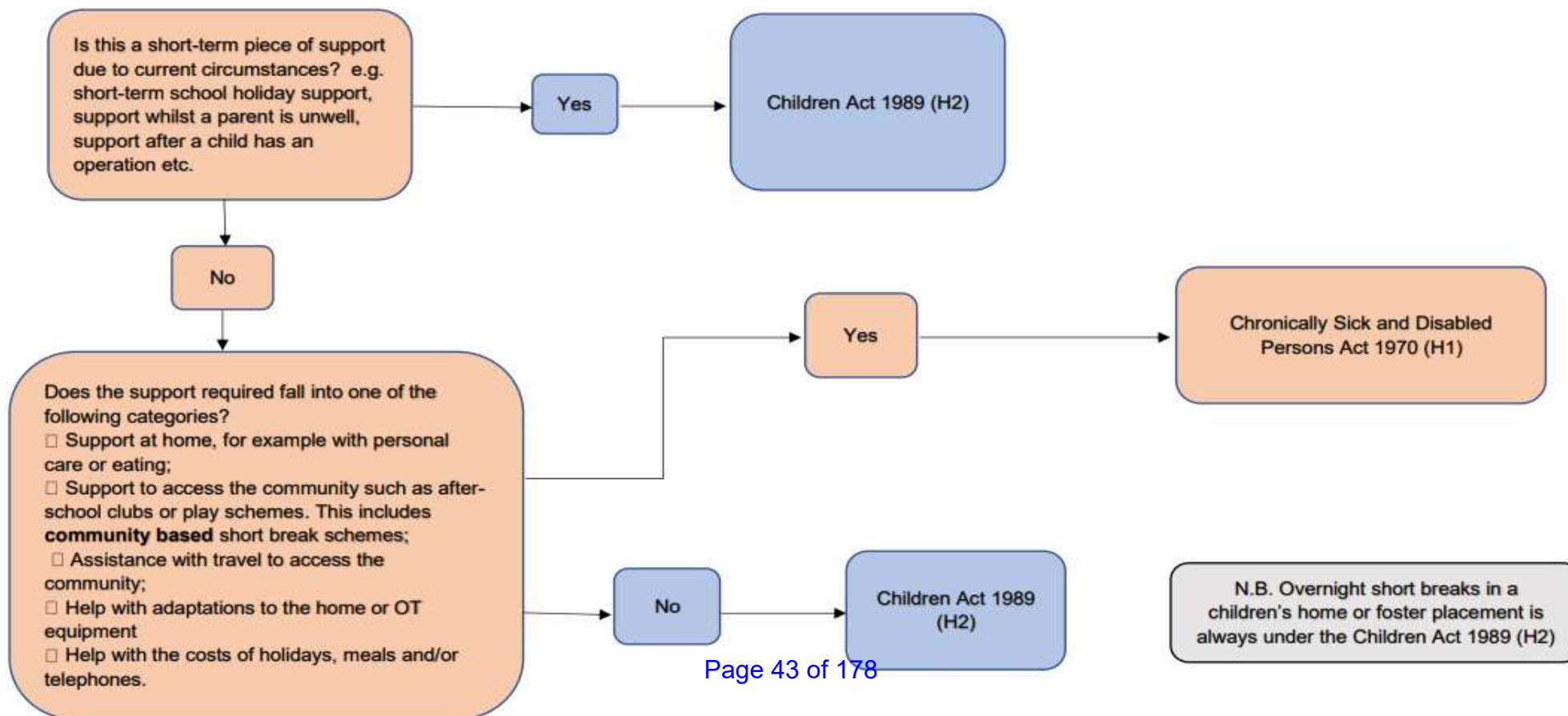
EHCP Social Care Provision: Section H1 or H2?

The social care provision section of an EHCP is in two parts; H1 or H2. Please use the flowchart below to help you decide whether the services we are providing comes under H1 or H2.

H1 refers to services provided under the Chronically Sick and Disabled Persons Act 1970. H2 refers to services provided under the Children Act 1989.

If the child is open to Early help, or a mainstream children's social care team with a CIN, CP or CIC plan in place then social care provision is always under the Children Act 1989 (H2).

For **Disabled Children's Service** please see flowchart below to help you to work out whether provision should be defined in H1 or H2. It is possible that a child support plan could be a mix of provisions under H1 and H2.



Section H1: Social Care Provision

Priority Annual Outcomes	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding
<i>These should be provided by social care professionals. Make sure they are SMART Use the social care smart flow to confirm if H1 or H2</i>	<i>This must be specific and quantified</i>	<i>Relevant social care professional supporting xxx.</i>	<i>Level of support required. You may include 1-1 here if it is required for specific reasons.</i>	<i>This must be supplied by social care</i>

Section H2: Social Care Provision

Priority Annual Outcomes	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding
<i>These should be provided by social care professionals. Make sure they are SMART Use the social care smart flow to confirm if H1 or H2</i>	<i>This must be specific and quantified</i>	<i>Relevant social care professional supporting xxx.</i>	<i>Level of support required. You may include 1-1 here if it is required for specific reasons.</i>	<i>This must be supplied by social care</i>

Section I: My Placement

Name and address of placement	Type of Provision
<i>This will only be entered on the Final Plan.</i>	<i>This will only be entered on the Final Plan.</i>

Section J: Personal Budget

Outcomes To Be Met by Personal Budget	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding Source: Education, Health or Social Care	Review Arrangements
<p><i>If no personal budget</i></p> <p>A personal budget has not been requested at the time of production of this plan. The family have been advised that they can access available services via the</p>					

<p>local offer at The SEND Local Offer (walsall.gov.uk) in order to arrange an assessment.</p> <p><i>Delete following boxes if there is no personal budget.</i></p>					

Responsibilities to the EHC Plan			
EHC Team Representative:	<i>This must be completed with a name and email</i>		
Health Lead:	<i>This must be completed with a name and email</i>		
Social Worker:	<i>This must be completed with a name and email</i>		
Date of draft plan		Date of final plan	<i>Do not complete unless plan is finalised</i>
EHC Plan number	<i>How many plans has CYP had</i>	EHC Plan Review Date	<i>Do not complete unless plan is finalised</i>
Issued by:	<i>Managers name</i>	Authorised Signature	<i>Do not complete unless plan is finalised This must be a managers signature</i>

Education, Health and Care Plan

*Written in accordance with Section 37 of the Children and Families Act 2014 and
Regulations 11 and 12 of the SEND Regulations 2014.*



Contact Details

Family Name		First Names		
Home Address		Date of Birth		
		Telephone		
		Email		
Educational Setting		Year Group	SENCO	
Gender	First Language	Ethnicity	NHS Number	CAF / EHA /CIN
GP Contact Details				
Persons with Parental Responsibility		Relationship	Contact Details (if different)	
Best Person to Contact <i>family member</i>		Name and Method of Contact		
LAC Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Social Worker <i>name and contact</i>		
If YES, which authority is responsible for this child / young person? /Contact details				
Details of any interpretation/access support needed for the family				

Section K: Advice and Information *from the people who have contributed during the EHC needs assessment or annual review.*

	Name	Role	Involvement		Report	
			Type	Date	Title	Date
Family						
Education						
Healthcare						
Social Care						
Other						

Section A: Child's Views

Section A: Parent's Views

Our story so far...

Concerns and Worries

Achievements and Strengths

Friendships and Relationships

Learning and Educational Progress

Health and Wellbeing

Aspirations and Long Term Goals

Important Information to Know

Section B: Special Educational Needs (SEN)

Summary of SEN

Impact on Education and Learning

Strategies that Help

N.B. These are class and school-based strategies which are relevant to the child / young person.

Cognition and Learning

Strengths:

	Needs:	
Communication and Interaction	Strengths:	
	Needs:	
Social, Emotional and Mental Health	Strengths:	
	Needs:	
Physical and Sensory	Strengths:	
	Needs:	
Independence and Key Transitions	Strengths:	
	Needs:	

Preparation for Adulthood

Higher Education and / or Employment	Strengths:	
	Needs:	
Independent Living	Strengths:	
	Needs:	
Participation in Society	Strengths:	
	Needs:	
Being as Healthy as Possible in Adult Life	Strengths:	
	Needs:	

Section C - Health Needs that relate to my Special Education Needs

Strengths:

Health
Needs:

Section D – Social Care Needs that relate to my Special Education Needs or Disability

Strengths:

Social Care Needs:

Section E: Education Outcomes	Section F: Education Provision		
Area of SEN	Provision Actions/Interventions to Achieve the Outcome Teaching and support staff will...	Details of Provision (How long? How often and by whom?) The provision will include...	Provision Required (Funding)
Cognition and Learning			<p>Element 2 will provide ordinarily available provision.</p> <p>This will include adapted and modified high quality inclusive teaching strategies</p> <p>A further xxxx Band xxxx for additional teaching assistance, support and resources, plus specific costs towards equipment, specialist lessons or resources.</p>
Communication and Interaction			

Social, Emotional and Mental Health			
Physical and Sensory			
Preparation for Adulthood			

Monitoring and Review Arrangements

The arrangements for the setting and monitoring shorter term targets by the early years' provider, school, college or other education or training provider. Please delete as appropriate.

- A plan describing how the additional resources are to be used should be drawn up by the SENCO and presented to the Local Authority as soon as possible.
- This plan should be shared with parents and submitted to the Authority as soon as possible,
- A formal review of XXX's progress must be held at least annually unless those responsible for their education consider they should be held more frequently

Review and transition review arrangements for the EHC plan

- XXX's parents and all professionals involved must be invited to the review and provided with an opportunity to make their views known
- XXX will be closely involved in reviewing his / her own progress and setting his / her own outcomes with the help of the education setting.

Section G: Health Care Provision

Priority Annual Outcomes	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding

Section H1: Social Care Provision				
Priority Annual Outcomes	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding

Section H2: Social Care Provision				
Priority Annual Outcomes	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding

Section I: My Placement

Name and Address of Placement	Type of Provision

Section J: Personal Budget

Outcomes to be met by Personal Budget	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding Source: Education, Health or Social Care	Review Arrangements

Responsibilities to the EHC Plan			
SENCO:			
EHC Team Representative:			
Date of Draft Plan:		Date of Final Plan:	
EHC Plan Number:		EHC Plan Review Date:	
Issued by:		Authorised Signature:	

SENCO Guide to the EHC Pathway



EHC Needs Assessment Applications

Context

Most children and young people with special educational needs or disabilities will have their needs met in mainstream early years settings, schools, and colleges. Some children and young people may require an EHC needs assessment to see if their needs are considered complex and require provision over and above resources ordinarily available to schools. The purpose of an EHC plan is to make additional provision available to meet additional needs and to secure the best possible outcomes as the child or young person prepares for adulthood.

To ensure Walsall EHC team can make a robust decision, we require information that:

- establishes and records the views, interests and aspirations of the parents and child or young person.
- provides a full description of the child or young person's special educational needs and any health and social care needs.
- establishes outcomes across education, health and social care based on the child or young person's needs and aspirations.
- specifies the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

In considering whether an EHC needs assessment is necessary, Walsall SEND services will look at evidence that shows despite the school having taken

relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress or requires a high level of support to make progress.

Graduated Approach and Assess, Plan, Do, review

The EHC needs assessment should not normally be the first step in the process. It should follow on from planning already undertaken with families in conjunction with the school. Schools should continue to follow Walsall's Graduated Approach Guidance [Walsall-Right-for-Children-Inclusion-Strategy](#)

Schools should follow chapter 6 of the SEND Code of Practice to ensure they are following statutory duties. An easy read guide is also available [Schools guide to SEND Code of Practice](#)

Under the Equality Act of 2010, schools have obligations to all disabled children and young people to make reasonable adjustments and avoid putting them at a significant disadvantage. These responsibilities are anticipatory in nature which means that schools should not wait to receive an EHC plan to meet needs. All children and young people should expect to receive an education that will prepare them to achieve the best possible educational outcomes, enable them to communicate their own opinions, and prepare them for a successful transition into adulthood. All mainstream schools have an obligation to use their best efforts to support all children with additional needs regardless of whether they have an EHC plan or not. The SENCO has oversight of planning and coordinating effective provision for these children. Teachers are in responsible of and answerable for how their students develop and change.

The first step in helping pupils who have or may have SEN is always to provide high-quality, differentiated teaching which focuses on removing barriers [Page 64 of 78](#) and ensures effective special educational provision. This is called SEN support. Planning within this stage should be delivered in a four-part cycle (assess, plan,

do, review) in which earlier interventions, support and outcomes are improved as more is learned about the child or young person's needs and progress. It is known as the Graduated Approach.

The Graduated Approach uses detailed plans, reviews, and expert knowledge to put carefully planned interventions into action that meet the child's needs. Parents need to know about the help, the interventions, and plans that are being followed. They should also know exactly how the support and interventions have helped, so they can help plan what comes next.

When a student isn't making as much progress as expected, even with evidence-based support and interventions that are tailored to the student's needs, the school should think about bringing in specialists, either from the school or from outside agencies. This could include speech and language therapists, education psychologists, occupational therapists, or physiotherapists, for example. Schools can bring in experts at any time to help them identify and meet SEN through effective help and interventions. The parents of the student should always be a part of any decision to bring in specialists.

The SENCO, class teacher, specialists, and parents should talk about the child's progress and what equipment, strategies, and interventions could help. Professionals should add to and improve what is known about outcomes and services. SEN support should be changed or kept the same depending on how much progress has been made. Applications for EHC assessments are always stronger when the Graduated Approach, including specialist advice, has been implemented and is well documented.

Where the school has taken relevant and purposeful steps to identify, assess, and meet the SEN of the child or young person, including professionals, and the child or young person has not made the expected progress, an Education, Health, and Care needs assessment can be requested. The local authority needs evidence of what the school has done to help the child or young person before they are able to make a decision. An EHC assessment should follow cycles of carefully planned assess, plan, do review with involvement of relevant professionals.

Applying for a Statutory EHC Needs Assessment

The EHC needs assessment is the first step on the EHC pathway. The first decision the LA must make is whether to carry out the assessment. If this is agreed, several weeks later another decision is made whether to issue an EHC plan or not. It is important to understand the statutory needs assessment does not mean that the child or young person will automatically get an EHC plan.

There are three routes to apply for a statutory assessment. All three routes are measured on the same basis, and one is not considerable favourably over another. All applications are considered on their own merits and the EHC team do not have thresholds to support decision making.

- Parent, Young Person or family advocate
- School
- Professionals – In Walsall we call this Mutual Partner Referral Route

Applications from Parent, Young People, Family Advocate etc.

Parents and young people can make their application via the Hub. The link can be found on the Local Offer or email the SEND team (sen@walsall.gov.uk). If a parent is not able to complete this process, they can

find help with SENDIAS or alternatively, a representative from the EHC team can take this information verbally and complete the Hub application on their behalf.

Schools must not direct parents to make applications on their behalf. Where a school has worked through the graduated approach and has sufficient evidence that would support an EHC, the application should come from school. This is always stronger as it includes relevant and detailed information. During a parental application, school will be asked to submit their part of the assessment including detailed context, information, and evidence within 10 days of the application. This is known as the App B (see appendix). It is expected that when a parent makes an application, it is because either school are not ready to proceed or do not agree. Where school are in full agreement, the LA will request information as to why the application has not been submitted by the setting.

Professional Applications known as Mutual Partner Referral Route

This pathway is for children and young people who already have a TAC, Early Help, or other high level professional involvement. It is designed to expedite assessment for children who are vulnerable and have obvious high-level needs. When a child is involved with multiple professionals, their family is supported by specialists from education, health, and social care, and it is recognised that, despite relevant and purposeful planning, the child or young person requires further assessment, a multi-agency group can agree to proceed for a statutory assessment without requiring panel approval. This pathway will ensure a tighter and, where possible, quicker 20 week procedure by achieving statutory assessment agreement without the necessity for a panel or decision group.

Important information to know about this pathway

- Without exception, all professionals, must agree that a statutory assessment is required.
- It would be beneficial for one of these professionals to be an educational psychologist.
- School should have completed cycles of assess, plan, do and review which demonstrates involvement and advice of professionals and recognises the rising SEND of the child or young person.
- The forms should be completed with signatures to confirm agreement. This should be returned to the local authority via the Hub where involvement and agreement will be confirmed before being passed straight to statutory assessment without requiring a panel decision.
- At this stage, it is an agreement to a statutory needs assessment and not an EHC plan. This should be made explicit to all involved.
- This form must be completed with all relevant information and supporting documentation. Where the form is not completed in full, it will be returned.
- Where there is not sufficient evidence to confirm multi agency involvement, the form will be returned, and SENCO will be redirected to apply via the school route.
- Professionals will still be needed to submit additional information through the agreed service templates during the 20-week process
- SENCO will need to submit an App B with relevant advice as part of the statutory assessment.

Instructions for Completion and loading on the Hub

1. At a multi-agency meeting or through communication with professionals, agree that a statutory assessment is required.
2. Obtain confirmation and agreement from professionals.
3. Complete Multi Partner Referral Route Form
4. Create a new request on the Hub

5. Complete application details such as school, parent and professionals' details
6. Under section titled What information about the child or young person's Special Educational Needs is relevant (SENCO/Education Setting) type in *Multi Agency Partner Referral*
7. Attached the MARR form, all SEN support plans and any relevant advice to the Hub
8. This will be checked by the EHC team before proceeding to statutory assessment
9. At this stage you will need to attach the **App B** to the education request within the timescales set out by the Hub
10. We will send out requests to all the professionals for their advice and information. We combine these together to make a Coproduction Booklet which is all the information we have gathered during the assessment.
11. Depending on the level of EP involvement, we may request further information and support.
12. Once the assessment is complete, the child or young person's coproduction booklet will be listed for a decision to issue and if agreed, relevant funding.

School Applications

The legal test to apply to consider whether a child has special needs is

*“A child or young person has a special educational need if they have a learning difficulty or disability **which** calls for special educational provision to be made for them”*

School should consider this when they place children on the SEND register and recognise the support that is required through individualised provision mapping and SEN support plans. Therefore, the EHC needs assessment should not normally be the first step in the process. It should follow on from planning already undertaken with families in conjunction with the school. Schools should implement carefully planned cycles of assess, plan, do and review. The purpose of an EHC plan is to secure **additional** provision that is above what is ordinarily available within schools' resources and to achieve the best possible outcomes as the child or young person prepares for adulthood.

In considering whether an EHC needs assessment is necessary, Walsall will consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

Walsall EHC decision making groups consist of an initial triage, followed by a quality and compliance group. Please see decision overview for more details. The groups require evidence that demonstrates

- the views, interests and aspirations of the parents and child or young person.
- a full description of the child or young person's special educational needs and any health and social care needs.
- outcomes across education, health and social care based on the child or young person's needs and aspirations.
- The amount of provision required
- how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

An EHC plan will provide top up funding in addition to SEN resources above those normally available within the school budget and therefore it is important to demonstrate this within evidence. School should submit this evidence on the 'App B'. It must be completed in full, without exception and with as much detail and evidence that can be supplied to demonstrate how additional provision has been put into place to meet the difficulty or disability. Evidence will show how this provision is above that which is ordinarily available within schools resources and where actions have been taken through the graduated approach but are insufficient to meet the SEN requirements of the child or young person.

Important Need to Knows in the EHC application

- APDR does not need to be fixed to a term. Once the outcome has been agreed, the provision may be different amounts of time.
- We do not need 3 terms worth of ADPR, although we do need to see actions 'over time' and this is why it is recommended to send three completed cycles.
- There should be a clear 'golden thread' linking needs, outcomes and provision

- Review and impact is often overlooked. APDR is a four-part cycle and each area is of equal importance. Without a clear review, there is no justification for the next actions or steps.
- School based applications are the strongest as they can demonstrate clear evidence of these actions and progress over time
- School should take purposeful actions to remove barriers to learning. These are important and is the basis of the graduated approach.
- Although any diagnosis is an important consideration, the 'legal test' clearly recognises that it is important to identify the provision that is required to meet the need.
- The EHC team would not decide to assess based purely on diagnosed needs. The SENCO should demonstrate the educational impact of these needs and provision required to support.
- SENCOs and schools should only comment on difficulties within education. It is important not to make judgements or statements about medical or health needs such as "Child A shows signs of ASC".
- It is a common misconception that children should be working at least two years behind their peers to justify an EHC needs assessment. We do not set thresholds for levels or rates of progress. We need to see the provision that has been put into place to meet an outcome and the progress which has been made
- Another misconception is 12 hours or £6000 of 1-1 support. We do not need evidence of certain number of hours or money to justify a decision. School should use their best endeavours to exhaust resources and interventions available at SEN support in order to justify requiring 'top up' through an EHC Plan
- All requests must be made via the EHC Hub. Please contact the sen@walsal.gov.uk if you need training or are unsure how to use this.

Relevant Advice

To inform our decision, Walsall will consider a wide range of evidence from schools and relevant professionals. The evidence should all be within the last 12 to 18 months and confirm the following

- The child or young person's academic attainment and rate of progress.
- Information about the nature, extent and context of the additional needs, considering all 4 broad areas of needs.
- Details of action already being taken by the setting or school.
- Where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- The child or young person's physical, emotional and social development and health needs.
- Relevant information from clinicians and other health professionals and what has been done to meet additional needs.
- where a young person is aged over 18, Walsall must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

Good applications could include

- Views of the child or young person.
- Views of parent, carer or responsible adult
- Family context, developmental history, and background of CYP

- Chronology and analysis that describes the rationale for requesting an EHC assessment
- Details of all reasonable adjustments, steps taken to remove barriers overtime
- Involvement and agreement of parents.
- Class-based approaches and QFT.
- Details highly personalised materials and equipment
- Attendance record with reasons if below 90%
- Summaries of impact of small group, individual or targeted interventions
- Clear progress data and summary of data explaining assessment levels/grades.
- Cycles of APDR on Individual SEN plans with clear reviews and impact
- Provision Maps detailing a variety of interventions matched to need and outcomes.
- Incorporation of SMART targets to support progression monitoring with impact
- Advice from Educational Psychology service with advice implemented and reviewed in plans
- Specific SEMH Interventions and support for pupils who require this
- Advice from appropriate health agencies sought and implemented
- Involvement of support if there is a risk of exclusion
- Involvement of social care through Early Help or TAC
- Implementation and review of advice and strategies recommended by private professionals
- Where the child or young person has EAL, evidence that their needs are unrelated to their language development.
- Causal factors behind behavioural issues
- Catch up interventions to demonstrate that additional needs extend beyond this.

Evidence we don't need to see

- Appointment letters or referral letters for paediatrics, therapists or CAMHS
- Reports that are over 2 years old.
- CPOMS or daily behaviour logs.
- Class teaching plans
- Timetables

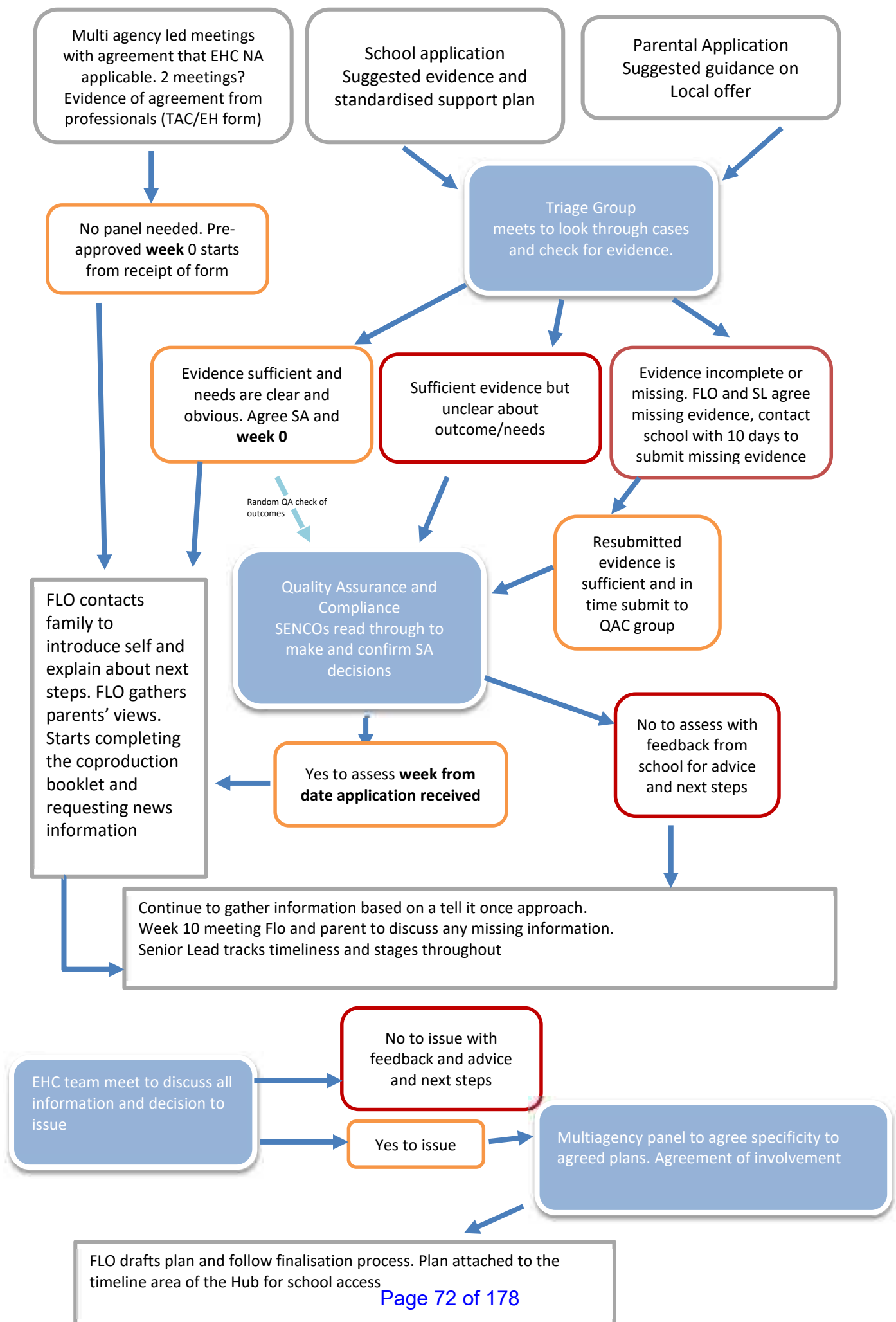
Instructions for applying via the hub

1. Open a new request on the Hub
2. Complete the application page with as much detail as possible
3. Attach App B to the documents
4. Attach any reports from professionals
5. Attach SEN support plans (3) and reviewed provision maps (3)

The EHC team aim to make decisions by week 2 of the pathway. Parents will be notified then confirmation coming to SENCO via the Hub.

What to expect and when during the Statutory Assessment

Week 1	Application received
Week 2 – 6	The decision to assess group meets and decides whether to agree to assess or not based on information submitted
Week 4 – 12	The Family Link Officer will introduce themselves to parent and school. If the App B has not been submitted or if more information is needed, they will contact the school. They will also ask for additional information from parents and other professionals involved. During this time, the FLO will be completing a coproduction booklet from all the reports that are submitted and arranging if more assessments are needed. Around week 10, there may be a planning meeting with Family Link Officer and parent. This is the opportunity to make sure we have the right information. This could be done via the telephone or virtually. Schools could be invited to this meeting as well as any professionals if parents would like them there. It is an informal meeting and will not have any impact on potential future decisions.
Week 12 – 16	The coproduction booklet is submitted along with all the reports and evidence to a decision-making group. The group decides whether to issue an EHC plan and if so, agree the content. It is then passed to the planning and preparation group to allocate an amount of funding so that the support in the plan can be carried out. They will name an appropriate placement. School will see the draft EHC plan and decide if they are able to meet the CYP additional needs within the proposed setting. The official 'draft plan' is sent to parents for final amendments. This is done on the hub and is attached to the timeline. It is also sent to parents via email.
Week 17	If parents are happy with the draft plan, we will consult for places and confirm the setting. The plan will become marked as final and will be reviewed within the next 10 to 12 months. The draft plan is sent to governing body and head teacher to decide if they can meet the provision outlined in the plan
Week 20	Final plan is sent to parents then schools



Statutory EHC Needs Assessment Schools Information App B

PARENTAL AGREEMENT TO STATUTORY ASSESSMENT

I/We agree/do not agree* to a formal statutory assessment of my/our child's special educational needs and to the involvement, assessment and information sharing from Social Care, Health, Education Psychology, and other relevant professionals for such an assessment.

(*Please delete as appropriate and sign the form here.)

Signature

Date

Summary of Recommended Evidence

C1	Views of the child or young person.
C2	Views of parent, carer or responsible adult
C3	Family context, developmental history, and background of CYP
C4	Chronology and analysis that describes the rationale for requesting an EHC assessment
C5	Details of all reasonable adjustments, steps taken to remove barriers overtime
C7	Involvement and agreement of parents.
C8	Class-based approaches and QFT.
C9	Details highly personalised materials and equipment
C10	Attendance record with reasons if below 90%
C11	Summaries of impact of small group, individual or targeted interventions
C12	Clear progress data and summary of data explaining assessment levels/grades.
C13	Cycles of APDR on Individual SEN plans with clear reviews and impact
C14	Provision Maps detailing a variety of interventions matched to need and outcomes.
C15	Incorporation of SMART targets to support progression monitoring with impact
C16	Advice from Educational Psychology service with advice implemented and reviewed in plans
C17	Specific SEMH Interventions and support for pupils who require this
C18	Advice from appropriate health agencies sought and implemented
C19	Involvement of school attendance service if there is a risk of exclusion
C20	Involvement of social care
C21	Implementation and review of advice and strategies recommended by private professionals

Contact Details

First Names			Surname		
Home Address			Date of Birth		
			Telephone		
			Email		
Educational Setting		Year group		SENCO	
Gender	First Language	Ethnicity	NHS Number	CAF / EHA /CIN	
GP contact details					
Persons with Parental Responsibility		Relationship		Contact Details (if different)	
Best person (family member) to contact (name)		Name and method of contact			
How would they like to be referred to		How would they like to be contact and best times			
LAC Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Social Worker <i>name and contact</i>			
If YES, which authority is responsible for this child / young person? /Contact details					
Details of any interpretation/access support needed for the family					

Relevant professionals involved or professionals who can help with the assessment

	Name	Role	Level of involvement	How long have they known the CYP	Do you have a report?
Education					
Healthcare					
Social Care					
Other					

Information and advice from the educational setting

<p>Summary of child/young person's SEND:</p>	
<p>Previous settings including dates of transitions:</p>	
<p>Current attendance:</p>	
<p>Reasons for non-attendance (below 85%):</p>	
<p>Number of fixed term exclusions (days per year) with reasons (please do not send in daily logs or diaries)</p>	
<p>Summarise the child/young person's strengths, interests, and aspirations:</p>	
<p>Context and Background Include relevant home information and community context</p>	<p>Page 77 of 178</p>

<p>Description of the child's current skills and attainment Please explain any levels to give understanding behind progress etc.</p>	
<p>Aims of provision (outcomes)</p>	<p><i>These should also be on SEN support plans</i></p>
<p>Summarise actions taken as a result of discussions/advice with parents/carers, other professionals. (This can be Quality First Teaching; Assess, Plan, Do, Review Cycle; Home/School communication book; Informal discussion with SALT; OT; EP etc)</p>	
<p>Summarise where more advice is required: (This can be additional assessment, advice, guidance, resources, environmental changes)</p>	
<p>What will and EHC plan give the child. What will top up funding give additional to existing support</p>	

Individual Needs Analysis

	Strengths	Barriers	Outcomes	Provision	Strategies that would help (adapted QFT)
Communication and Interaction					
Cognition and Learning					
Social, Emotional and Mental Health					
Sensory and/or Physical					

Preparation for Adulthood for year 9 onwards.

Higher Education and / or Employment	Strengths:	
	Needs:	
Independent Living	Strengths:	
	Needs:	
Participation in Society	Strengths:	
	Needs:	
Being as healthy as possible in adult life	Strengths:	
	Needs	

Notes and Important Information

Dates of SEN support review meetings

Completing an Annual Review

Reviews should be carried out using person-centered planning principles and must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate. Reviews should also:

- gather and assess information so that it can be used by early years settings, schools or colleges to support the child or young person's progress and their access to teaching and learning
- review the special educational provision made for the child or young person and its effectiveness in ensuring access to teaching and learning and good progress
- review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- consider the continuing appropriateness of the EHC plan in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued
- review any steps to achieve (short term steps) set by the early years provider, school or college or other education provider
- set new steps to achieve and the provision required.
- If the child is under 5 years old Reviews should be 6 monthly.

It is a school's responsibility to conduct the Annual Review, early years settings and colleges are expected to follow the same processes and should contact the LA if there is any problems. It is important that:

- Dates for reviews are planned well in advance
- The process of gathering information should start at least 8 to 10 weeks before the date of review.
- Parents must be kept updated so they can prepare and contribute for the review. We ask all information to be shared with parent at least 6 to 8 weeks before the meeting
- Sufficient time must be allowed to complete the review meeting. A suggested agenda is attached
- The Review Meeting must be completed at least four weeks prior to the anniversary of the issue of a plan or last annual review
- The EHC plan must be amended either before or during the meeting
- School must complete the Amendment matrix to show where changes have been made
- Use the EHC plan writing guide to help support quality and consistency between plans

- Ensure any reports being used as evidence for changes are dated within the last 12 months
- The same recommendations apply to annual review evidence and to EHC applications. Check this section in this guide for help.

The Preparation Stage

Preparation for meetings can start at any time that fits in with the school calendar. We recommend that in September the SENCO looks at which children are due and confirms dates with the EHC team. There is a form to help complete this. It should be completed in September and sent to sen@walsall.gov.uk. The LA will also send a list to the school each term of the children with EHC plans who are due a review. This two should match. Any problems contact your locality senior representative.

The SENCO should ensure the family are kept updated regarding support and progress so they can be well informed and prepared for the annual review meeting. Walsall EHC team recommended that a SENCO report is sent to the family the family at least once a year at the same time as normal class reports.

Before the meeting the SENCO should ask the professionals involved for a report. This could take several weeks and so it is best to gather this well before the meeting. EP reports may take longer so factor this into preparation. Reports used as a basis for evidence to suggest amendments should only be from within the previous 12 months.

Parents form should be completed before the review meeting and circulated with any additional information at least 10 days before. You may want to complete this with parents or allow them to return it to you before the meeting. We would suggest this is completed at least 4 weeks before to allow for better preparation. You can collect this information in any way which supports the family

Child's views can be submitted in whatever format best suits the child or young person. You may want to consider alternatives to writing such as mood boards, paintings or photos. We can accept power point presentations, videos or any other media platform. This is a fully open section of the review pack. These should be gathered and sent at least 4 weeks before the meeting but no later than 10 days before to allow for better preparation.

Amending the EHC Plan

About 4 to 6 weeks before the meeting but no later than 10 days before, the SENCO should look at the EHC plan and decide if there are any amendments to be made. EHC plans are not designed to be updated every year, however it is important they remain relevant and purposeful. Outcomes should be until the end of the key stage and specific dates avoided as these can quickly render the plan outdated.

If amendments are being recommended, consider how much of the plan needs to be changed. Where there are significant changes, we recommend this is done before the meeting. If these are minor updates, they could be completed in the meeting with parents

present. The SENCO should consult the amendment matrix to confirm which group the changes are likely to fall within.

Instructions for amending

1. The most recent EHC plan should be within the 'timeline' area of the Hub. Schools and parents can download this prior to the meeting. If it is not here, please contact sen@walsall.gov.uk
2. Amendments must be made directly into the plan and saved in a new copy.
3. Do not upload the changed draft to the Hub until after the meeting.
4. Highlight any new wording changes by using a coloured or highlighted font.
5. Strikethrough any text that needs to be removed
6. Ensure there is sufficient evidence to support any changes or amendments

The Meeting Stage

Within four weeks from date of last review (with the exception of year 6 and year 11), the SENCO should host the annual review meeting. At this meeting it is important to agree the content of the EHC plan with any changes.

The Annual Review meeting must enable full involvement of the parent, child or young person and consider their views, wishes and feelings especially when making decisions. It is important to check all sections of the EHCP not just the educational targets and provision. The meeting must provide an opportunity for parents and young people to request changes and updates to the plan if not already done so.

The meeting: must focus on progress made towards achieving outcomes and must establish whether the current outcomes remain appropriate and if required agree new ones. It must review the special educational provision, how it is delivered, ensuring it is still appropriate and enables good progress. It is important to review any health and social care provision. The family, young person and child's aspirations should be central, and a discussion should focus on whether these have changed. The SENCO must check if the parent/YP would like to request a Personal Budget.

The meeting should focus on future planning and how things have gone in the past year in school. All present at the meeting, especially child/young person and the parents/ carers should be given opportunities to express their views about all aspects of the review.

Special Educational Provision

When discussing provision, it is important to focus on curriculum delivery and support required, not on location. It is expected that the meeting may centre on a type of provision and parental preferences, but it must be made explicit that this will need to go through a robust multiagency decision group and can not be presumed as a definite outcome.

What happens next?

Maintain

For plans that are no change, the school will need to attach the Annual Review Report and EHC plan to the timeline area no later than 10 days after the meeting. This will then be processed by the Local Authority in line with the quality assurance systems.

Cease

For plans that are proposed to cease, (as the support is no longer required by the young person's SEND, and not because of relocation or change of school), the school will need to attach the Annual Review Report and EHC plan to the timeline area of the Hub no later than 10 days after the meeting. This will then be processed by the Local Authority and the proposal to cease looked at by a central based decision-making group. If proposal to cease agreed, the Local Authority will then issue notice to young person/ family, in line with Code of Practice.

Amendments

The SENCO should attach the Annual Review Report, EHC plan and all relevant evidence to the timeline area of the Hub Up no later than 10 days after the meeting.

Up to 4 weeks after the meeting, the proposed changes are checked, and quality assured against the evidence provided and a letter confirming any agreed changes will be sent to parents.

Up to 8 weeks after the meeting but ideally sooner, the parent will receive the confirmed draft EHC plan. This is also uploaded to the timeline area of the Hub. They have 15 days to make representations before the plan is issued as final via email and on the Hub.

EHC Annual Reviews Attendance

An EHC officer will attend cease, Group B amendments, year 6 and year 11 annual reviews. They may not attend maintain EHC plans or group A amendments as these decisions can be made without an officer present. It is important to invite an LA professionals to Group C amendment meetings to confirm proposed changes and outcomes. This may not be a member of the SEND team as these decisions are based on evidence and must be processed at a multiagency decision group. Decisions for group C can not be decided at school. Decisions for group A and B can be.

SEND Annual Review Yearly Agenda

School name

SENCO Name and Contact

Name of Child	Date of Birth	Year group	Date of last review	EP report due <i>Children should have an updated EP report within every key stage separated at regular intervals. If needs remain unchanged then this does not need to be prioritised.</i>	Anticipated review date	Likely Outcomes <i>maintain, cease, or amend. If amend with group will the changes fall into. A low level, B mid-level, C high level changes. This can be a mixture of 2 or even all 3</i>

SENCO Annual Progress Report

Name:

Year group:

Class/Form/Teacher:

SENCO:

Summary of identified Special Educational Needs
Summary of provision that is in place in school (please see attached provision maps)
Strategies that have helped
Summary of progress that has been made this year
Things that are working well
Things that could be better
Friendships and social development
Special recognitions and achievements
What we are planning to do now, next and later
SENCO Date.....

Special Educational Needs Family and Young Person's Views

Young Person Name:

Parent/ Carer Name:

What do you think is working well at home or school
What do you think is not working well? What could be better?
How successful has the EHC plan been this year? Are the outcomes appropriate and has the provision helped?
Has there been any changes to special educational needs over the past 12 months?
Are there any unmet social or health needs that should be supported?
What are your aspirations for the future? What would you like to see in the next 12 months?
Anything else you would like to tell us?

Special Educational Needs Family and Young Person's Views

This is a holding page and can be submitted in whatever format best suits the child or young person. You may want to consider alternative to writing such as mood boards, paintings or photos. We can accept power point presentations, videos or any other media platform. The following conversation starters may be useful in gathering views

What things have you enjoyed doing most this year? What activities did you do really well in?/ Who or what helps you in school?

What has gone well for you this year?/ What are you pleased about?/ What has made a difference to your family?

What is your proudest moment?

What are your aspirations?

What is really important to you?

What would you like to do more of?

Is there anything you are concerned about?

What has been a challenge you this year?

What do you feel needs to change?

What would you like to do outside of school

What would you like to do in the future?

What job would you like?/ Where would you like to live?

What might you need help with to do this?

What have you not enjoyed doing this year?

What have you found hard this year?

What could make things easier?

What do you currently do with your friends and what would you like to do?

Is there anything you are worried about?

What do you do outside of school and what would you like to do?

Do you need help with this?

Are you happy with your friends? Do you find making friends difficult? Would you like more help with this

Proposed Amendment Matrix

Highlight which amends have been suggested on the EHC plan using the grid below

	Group A Proposed Changes	Group B Proposed Changes	Group C proposed Changes
	These changes are wording changes and are required to keep the EHC plan up to date and relevant to the child, young person and their family. Relevant professionals should be invited to this meeting. An EHC officer may attend this meeting	These changes have moderate provision and placement implications and possible wording changes to some areas. These proposals must be supported with detailed evidence and reports to demonstrate why the changes are required. Local authority representatives and relevant professionals should be invited to this meeting. An EHC officer may attend this meeting	These changes have moderate provision and placement implications and possible wording changes to some areas. These proposals must be supported with detailed evidence and reports to demonstrate why the changes are required. Local authority representatives and relevant professionals should be invited to this meeting. An EHC officer will attend this meeting
Decision to cease following Annual review	Agree to cease following agreement from parent, YP or professionals		
Decision to maintain following Annual review	Agree to maintain following annual review with no provision or placement changes		
General wording changes in EHCP Sections A, B, C, D E and K	Any wording changes to sections A, B, C, D, E or K that ensure the EHC plan remains relevant and up to date. Relevant evidence to support must be submitted		Any wording changes to section I and J
Section F – Increase in mainstream provision		Provision maps and evidence to support recommendation for an increase in mainstream provision up to one band.	All other increase requests
Section F – increase in special provision		Provision maps and evidence to support recommendation for an increase in specialist provision up to one band	Provision maps and evidence to support recommendation for an increase in specialist provision at all other costs
Section F - Equipment, training, and resources		Relevant evidence to support required equipment, training, or resources	Relevant evidence to support required equipment, training, or resources above £500 for total package
Section F - Additional educational therapies		Reports from relevant professionals to support additional therapies up to £250 in additional costs	Reports from relevant professionals to support additional therapies greater than £500 in additional costs
Section G and H – Changes to social and health provision	Reports from relevant professionals to demonstrate changes in social and health care provision		
Section I - Suggesting change of placements	Request for a placement change in a same type placement (mainstream to mainstream)		Request for change of placement to specialist or any other type
Section J – Requesting Personal budgets			Recommendations for all personal budgets in section J with detailed evidence to support.
Transport			All transport requests must be referred to the relevant team before any recommendations can be made
Recommendation for continuation of post 16 provision	Any additional years to ongoing course with no extra costs	Any additional years to ongoing course with costs up to £500	Agree full course length and all costs

Special Educational Needs EHC Annual Review Report

First and any middle names				Family Name							
Home Address				Date of Birth							
				Telephone							
				Email							
Educational Setting				Year group			SENCO				
Gender		First Language		Ethnicity			Attendance			HNF funding/band	
GP contact details											
Persons with Parental Responsibility				Relationship				Contact Details (if different)			
Best person (family member) to contact How would parent like to be addressed (mum, Miss Mrs, name etc)				Name and method of contact							
LAC Yes <input type="checkbox"/> No <input type="checkbox"/>				Social Worker name and contact							
Primary Need (Broad Areas)											
Cognition and Learning <input type="checkbox"/>			Communication and interaction <input type="checkbox"/>			Social Emotional and Mental Health <input type="checkbox"/>			Physical and Sensory <input type="checkbox"/>		
SpID	MLD	SLD	SLCN	ASD	SEMH	Depression Anxiety disorders	Eating disorders	VI	HI	MSI	PMLD
Details of any interpretation/access support needed for the family at the review meeting											

Annual Review Report

Date of Last review meeting				
Date of current review meeting				
Persons who attended the review meeting				
Name	Designation/Role	Invited	Attended	Report Attached

In line with the SEND Code of Practice 2015 and the child's / young person's progress, does the Education, Health and Care Plan need to:		
<p style="text-align: center;">Maintained</p> <p><i>There are no changes required to the plan at this time. It is not anticipated that every review will require amendments to be made to the EHC plan</i></p>	<p style="text-align: center;">Ceased</p> <p><i>the identified outcomes have been met and the child/young person's needs can be met from the SEND support arrangements within the setting.</i></p>	<p style="text-align: center;">Amended</p> <p><i>The plan requires some changes (Proposed changes should have been completed 10 days before meeting)</i></p>
Was everyone at the meeting in agreement? Please list any areas which were not agreed during the meeting		

Please list any actions or tasks agreed during the meeting. Only assign tasks with agreement of person responsible		
Task or action required	Person responsible for completing action	Date action will be completed by

Transfer between phases of education			
Transition Year Group	Preferred Type of Setting	Parent's/Guardian's comments	Child or Young Person's comments
EYFS to KS1			
*If applicable KS1 to KS2 (if separate settings) <i>To be compiled for Yr. 1 pupils</i>			
KS2 to KS3 <i>To be compiled for Yr. 4 pupils</i>			
Post 16 education, employment or training. <i>To be compiled for Yr. 10 pupils</i>			
<p><i>Children and young people with special educational needs and disabilities needs <u>may</u> be eligible for help with transport to the school or college which is the most appropriate for their needs. Where an alternative school is chosen by parental preference - which may not be the most local school to the home address - transport may not be provided. Please refer to School travel for children with special educational, disability or mobility needs (SEND) for the most up to date transport policy and information.</i></p>			

Details of the person completing this form	
Name	Role
Name of setting	
Email	
Signature	Date

11 October 2022

SEND Transitions

Wards All

Service: Access and Inclusion Service

Portfolio: Councillor M. Statham

1. Aim

The aim of this report is to provide an overview and update of SEND Transitions

2. Recommendations

That the Education Overview and Scrutiny Committee considers the contents of this report and decides on timings of further information or updates

3. Report detail

The SEND Code of Practice

The SEND Code of Practice explains the explains the duties of local authorities, health bodies, early years providers, schools and colleges to provide for children and young people (from 0 to 25 years) with special educational needs and disabilities. It contains details of legal requirements that must be followed without exception, and statutory guidance that must be followed by law unless there's a good reason not to, as set out in the Children and Families Act 2014, the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014. It is important to note that at time of writing this, there are further anticipated changes to the Code as laid out in the SEND Review.

All schools must have regard to the Code when taking decisions relating to pupils with SEN or disabilities. This is explained on page 13 of the Code and Section 77 of the Children and Families Act 2014.

Transitions for Children and Young People with SEND

The term 'transition' can be used to describe the changes for a child or young person with SEND when they are moving into, within, between or out of educational settings.

The key education transitions are:

- Starting Early Years
- Moving from Early Years to Primary
- Moving Key Stages within Primary (Early Years Foundation to Key Stage 1, Key Stage 1 to Key Stage 2)

- Moving from Primary to Secondary (even if the child is Electively Home Educated)
- Moving from Secondary to Further/ Higher Education, or employment, and Preparing for Adulthood.

Local Authorities have a responsibility to plan ahead for children and young people with Education, Health and Care (EHC) plans who are due to transfer to the next phase of their education. These transitions should be supported by short and long term planning to ensure that it is smooth and successful. This can only be effective if there is a commitment from the local authority to develop communication links between early years providers, schools and post 16 education or training providers. The transition from one setting to another should be seen as a seamless journey.

Joint Working for SEND Services at Transition and in Preparation for Adulthood

As detailed in Walsall's Children and Adult's Services Transition Toolkit (included in appendices), support from Education, Health and Social Care may change at different points, and it is important for families and professionals to understand this, especially when young people reach 18. Not all children and young people receiving support from children's social services will be eligible for adult services as there is different criteria. This is why preparation for adulthood should start early to plan the right support at the right time for children and young people with send, enabling them to achieve the outcomes they aspire to.

Joint working with Adult Social Care in preparation for adulthood should start early so that children and young people are prepared for changes which may impact them. For a successful and supported transition, it is important that everyone works together and is clear about their own, and other professionals roles. The transition toolkit is a resource pack to be used by anyone involved in supporting a young person transitioning to adulthood. It covers:

- Stage 1 Getting Ready (Age 14-16)
- Stage 2 Starting the Transition Plan (16-18)
- Stage 3 The Transition Plan (18-25)

3.1 Current position:

Walsall Phase Transfer Operational Process for Children and Young People with an EHC Plan

Transitions for a child or young person with an EHC Plan are referred to as Phase Transfers.

This Phase Transfer process allows the Local Authority to review and update a child or young person's EHC plan, as well as identify the most appropriate school or college for them to move to. This is done with input from settings and the child/ young person and their family, who express their preference for a setting.

In this 2022/2023 academic year, we have the following numbers of children and young people in phase transfer cohorts:

- Early Years: 136
- Year 6: 232
- Year 11: 191

- Year 13/14: 321

The transition to a new school, college or setting is an important stage in a child/young person's education, and Walsall's SEND Service understands that families want and need to consider their preferences very carefully, with access to high quality support and information.

Walsall's SEND Service are devising a singular phase transfer plan for this years cohort, and creating a robust and proactive phase transfer process for next and future years cohort. This has been informed through looking at regional and national good practice.

2022/2023 cohort:

The phase transfer process for children and young people with an EHC plan has begun in September of this year. For children who are in Year -1 (the year before Reception), Year 2 and Year 6, the EHC Team are in process of sending out an initial letter to families, with a parental preference form for them to complete and inform the EHC Team of which school they would like their child to attend in September 2023. This form should be returned no later than 30th November 2022.

The EHC Team will then consult with parent preference as well as the child's local school, to ensure that, as detailed in the Code of Practice, children have the right to an inclusive mainstream education in their community. The EHC Team maintain communication with Walsall's Admissions Team to keep them informed. Upon receipt of responses, the EHC Team will inform the family of which setting will be named in the child's EHC plan. The EHC Team will issue a final EHC plan, naming the child's current school and September 2023 transfer school by 15 February 2023.

For young people who are in Year 11 this year, we are again in process of sending out to families a parental preference form for them to identify their preferred school or further education setting. We will then send consultations and upon receipt, identify the setting to be named. The EHC Team will issue a final EHC plan, naming the young person's current setting and September 2023 transfer provision by 31st March 2023.

2023/2024 cohort and onwards:

For children in Nursery 1, Year 1 and Year 5, who will be anticipating transitions in Reception, Year 3 and Year 7, the phase transfer process will begin the year *before* the child's final year in their current educational setting.

In March of that year, Walsall EHC Team will write to families and settings to notify them that the phase transfer process is starting. Schools will be asked to hold the phase transfer review in June or July of that year. The phase transfer review is an Annual Review (using the new Annual Review paperwork, attached as appendices), with thorough focus on the impending transition. Schools will then send the paperwork back to the SEND Service. If a child is electively home educated, the EHC Team will coordinate and conduct the review.

The following academic year, when the child is then in Nursery 2, Year 2, or Year 6, the EHC Team will issue an Amended EHC Plan and school preference form. Families will still need to complete this school preference form even if the child is attending an all-through school and the family wish for them to remain there for the next phase of their education, or if the family wish for the child to continue to be electively home educated.

During the Autumn term of that year, the EHC Team will consult with the families preferred school, and any other/ additional settings it may consider appropriate. Following receipt of response, the EHC Team will decide which school to name. This will be based on:

- Suitability for the child's aptitude and SEND
- Compatibility with the efficient education of others
- Efficient use of resources.

In line with the SEND Regulations, the Local Authority will have finalised the EHC Plan, including naming a placement (or, in exceptional circumstances, the type of placement), by 15 February of that year. It is important to note that if an application for statutory assessment is made late in the year, this deadline does not apply. Schools will be encouraged to consider this when working with children at SEN Support Level with rising need, to ensure that any requests for statutory assessment are made at an appropriate time.

For young people in Year 10 or Year 13 who will be anticipating a transition to Post 16 and Post 19 Education, again the process will begin the year before the young person's final year at their current school or college. In May of that year, Walsall EHC Team will write to the family, or the young person if they are over 16, to inform them that the phase transfer process is happening.

We will ask the school, college or setting to hold the phase transfer review (again, using the Annual Review paperwork) before the October half term of the young person's final year. The school, college or setting will return the paperwork to the authority in or before November. If the young person is electively home educated, or receiving EOTAS, the EHC Team will coordinate and conduct the review.

Walsall EHC Team will use the review to evaluate whether the EHC plan needs to be maintained. Some young people may be able to continue in their education without the additional support in an EHC plan. In some cases, such as the young person transitioning to university, the EHC plan will no longer be required or the young person will no longer be eligible for such support. In these cases, the EHC Team will propose to cease the plan from the end of the academic year. The young person and their family have a right of response and appeal to this decision.

If the EHC plan should be maintained, the EHC Team will send out an Amended EHC Plan and school/ college preference form by the Christmas break. The young person and their family should use this preference form rather than applying for college places directly. (Once the placement has been named, the school, college or further education provider may require an application and enrolment form for the specific course). Young people and their families will need to complete the preference form even if the young person is attending a school with Post-16 provision and the preference if for them to remain there for the next phase of their education, or if they wish to continue to be electively home educated.

During the Spring term, Walsall EHC Team will consult with the preferred education, training or apprenticeship providers, as well as any others that are considered appropriate. Following receipt of responses, the EHC Team will decide which provider to name. This will be based on:

- Suitability for the child's aptitude and SEND
- Compatibility with the efficient education of others
- Efficient use of resources.

In line with the SEND Regulations, the EHC Team will finalise all phase transfer EHC plans for this cohort, including named placement (or type of placement in exceptional circumstances), by 31st March of that year.

Quality of EHC Plans and Phase Transfers

The SEND Service continues to be committed to improving the quality of EHC Plans, and the advices which inform them. SENCOs for all settings have received at the start of this academic year new, co-produced paperwork and processes for statutory assessment and annual review which aim to improve the quality of EHC plans through more robust and relevant information. This will enable children and young people to transfer to a new setting or phase with a plan which is accurate to and reflective of, their individual needs, as well as ensuring consulted settings have a better understanding of the child/ young person with which to make responsible decisions and plan transition arrangements.

4. Financial information

Improvements to the phase transfer process, including planning the year ahead instead of year of, will have direct impact on our ability to predict expenditure on out of borough and independent provision, as well as commissioning arrangements with mainstream and in borough provision.

5. Reducing Inequalities

The improvements to the phase transfer process and more robust information for schools, in tandem with improved quality of EHC Plans supports our aim to reduce inequalities and support young people with SEND to meet their outcomes into early adulthood.

It also supports our key area of focus that our children should:

- have the best possible start
- be safe from harm
- be happy, healthy, and learning well

6. Decide

The Committee may decide to request further information or assurance in respect of implementation of these changes and success criteria in meeting the statutory deadlines.

7. Respond

Walsall EHC Team will continually seek feedback from families undergoing phase transfer and the professionals who support them.

8. Review

The outcomes and success criteria for phase transfers will be reviewed at Children's Services DMT. Any operational and financial implications will be tabled.

Background papers

1. Phase Transfer Operational Process
2. Annual Review and Statutory Assessment Guide for SENCOs
3. Walsall Children's and Adult's Services Transition Toolkit

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Phase Transfer Operational Process

Year 5, Year 10 & Year 13	
<p>JANUARY - MARCH Spring Term of Years 5, 10 & 13</p>	<p>EHC Team identifies all Phase Transfer children/ young people.</p> <p>SEN Service identifies children/ young people who will need involvement from Educational Psychology at Phase Transfer.</p> <p>Families visit schools/colleges and attend open evenings. Schools should actively encourage parents and young people to visit colleges of their choice and to speak to the relevant SEN department.</p> <p>EHC Team write to all schools/colleges and advise when they should schedule their Annual Review meetings.</p> <p>Admin send out lists of phase transfer pupils to each school/college and liaise to arrange Annual Review meetings. Names of children/ young people identified for EP involvement are highlighted to the schools/colleges.</p> <p>Schools/colleges arrange the Annual Review dates for the Autumn term and send the list of meeting dates back to the LA.</p>
<p>APRIL – JULY Spring & Summer Term of Years 5, 10 & 13</p>	<p>EPs plan their involvement for the identified children/ young people, including assessments where required.</p> <p>If an updated therapy assessment (e.g., SALT or OT) is needed, the school/college must arrange this in advance of the Annual Review meeting in order to inform this.</p> <p>Schools/colleges identify young people who may require Social Care involvement at post-19 and make a referral to Social Care and invite them to the Annual Review.</p> <p>School/college must invite parents/carers and all other professionals, including Health and Social Care as appropriate, to the meeting, giving at least 2 weeks' notice.</p> <p>School/college must collate and send out professional reports to all invitees at least 2 weeks before the Annual Review meeting.</p> <p>Annual Reviews for children and young people in Y5, 10 & Y13 take place, with focus on transition.</p> <p>School/college must send annual review paperwork to the LA within 2 weeks from the date of the review meeting.</p> <p>FLO/Plan Writers begin drafting proposed amended EHC plans in preparation for transfer, following LA's decision to maintain, amend or cease the plan.</p>

	<p>FLOs/Plan Writers send proposed amended EHC plans to parents together with college preference form by TO BE CONFIRMED. They then have 15 days to make representations.</p> <p>15th January – deadline for return of school/college preference forms to EHC Team.</p> <p>EHC Team identifies schools/colleges to consult with, based on proposed amended EHC plans and preference forms.</p> <p>FLOs/Plan Writers send the proposed amended EHC plan to the identified Schools/Colleges for consultation* by TO BE CONFIRMED.</p> <p>*All schools/colleges have 15 calendar days to respond.</p>
JULY/AUGUST Summer Holidays	<p>FLOs/Plan Writers continue planning and preparation for the individual phase transfer cases.</p> <p>EHC Team considers school's responses.</p>
Year 6, 11 and Year 14	
SEPTEMBER - OCTOBER Autumn Term of Years 6, 11 & 14	Annual Reviews for children in Y6, 11 & Y14 take place.
NOVEMBER - DECEMBER Autumn Term of Years 6, 11 & 14	FLOs/Plan Writers issue Amended Final EHCPs to parents/carers.
JANUARY - FEBRUARY Spring Term of Years 6, 11 & 14	EHC Team proactively identifies and troubleshoots any areas of delay.
FEBRUARY - MARCH Spring Term of Years 6, 11 & 14	31st MARCH Statutory deadline for issuing Amended Final EHC plans for phase transfer children and young people going into Y7, Y12 and Y15 in September.

SENCO Guide to the EHC Pathway



EHC Needs Assessment Applications

Context

Most children and young people with special educational needs or disabilities will have their needs met in mainstream early years settings, schools, and colleges. Some children and young people may require an EHC needs assessment to see if their needs are considered complex and require provision over and above resources ordinarily available to schools. The purpose of an EHC plan is to make additional provision available to meet additional needs and to secure the best possible outcomes as the child or young person prepares for adulthood.

To ensure Walsall EHC team can make a robust decision, we require information that:

- establishes and records the views, interests and aspirations of the parents and child or young person.
- provides a full description of the child or young person's special educational needs and any health and social care needs.
- establishes outcomes across education, health and social care based on the child or young person's needs and aspirations.
- specifies the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

In considering whether an EHC needs assessment is necessary, Walsall SEND services will look at evidence that shows despite the school having taken

relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress or requires a high level of support to make progress.

Graduated Approach and Assess, Plan, Do, review

The EHC needs assessment should not normally be the first step in the process. It should follow on from planning already undertaken with families in conjunction with the school. Schools should continue to follow Walsall's Graduated Approach Guidance [Walsall-Right-for-Children-Inclusion-Strategy](#)

Schools should follow chapter 6 of the SEND Code of Practice to ensure they are following statutory duties. An easy read guide is also available [Schools guide to SEND Code of Practice](#)

Under the Equality Act of 2010, schools have obligations to all disabled children and young people to make reasonable adjustments and avoid putting them at a significant disadvantage. These responsibilities are anticipatory in nature which means that schools should not wait to receive an EHC plan to meet needs. All children and young people should expect to receive an education that will prepare them to achieve the best possible educational outcomes, enable them to communicate their own opinions, and prepare them for a successful transition into adulthood. All mainstream schools have an obligation to use their best efforts to support all children with additional needs regardless of whether they have an EHC plan or not. The SENCO has oversight of planning and coordinating effective provision for these children. Teachers are in responsible of and answerable for how their students develop and change.

The first step in helping pupils who have or may have SEN is always to provide high-quality, differentiated teaching which focuses on removing barriers to learning and ensures effective special educational provision. This is called SEN support. Planning within this stage should be delivered in a four-part cycle (assess, plan, [Page 104 of 178](#)

do, review) in which earlier interventions, support and outcomes are improved as more is learned about the child or young person's needs and progress. It is known as the Graduated Approach.

The Graduated Approach uses detailed plans, reviews, and expert knowledge to put carefully planned interventions into action that meet the child's needs. Parents need to know about the help, the interventions, and plans that are being followed. They should also know exactly how the support and interventions have helped, so they can help plan what comes next.

When a student isn't making as much progress as expected, even with evidence-based support and interventions that are tailored to the student's needs, the school should think about bringing in specialists, either from the school or from outside agencies. This could include speech and language therapists, education psychologists, occupational therapists, or physiotherapists, for example. Schools can bring in experts at any time to help them identify and meet SEN through effective help and interventions. The parents of the student should always be a part of any decision to bring in specialists.

The SENCO, class teacher, specialists, and parents should talk about the child's progress and what equipment, strategies, and interventions could help. Professionals should add to and improve what is known about outcomes and services. SEN support should be changed or kept the same depending on how much progress has been made. Applications for EHC assessments are always stronger when the Graduated Approach, including specialist advice, has been implemented and is well documented.

Where the school has taken relevant and purposeful steps to identify, assess, and meet the SEN of the child or young person, including professionals, and the child or young person has not made the expected progress, an Education, Health, and Care needs assessment can be requested. The local authority needs evidence of what the school has done to help the child or young person before they are able to make a decision. An EHC assessment should follow cycles of carefully planned assess, plan, do review with involvement of relevant professionals.

Applying for a Statutory EHC Needs Assessment

The EHC needs assessment is the first step on the EHC pathway. The first decision the LA must make is whether to carry out the assessment. If this is agreed, several weeks later another decision is made whether to issue an EHC plan or not. It is important to understand the statutory needs assessment does not mean that the child or young person will automatically get an EHC plan.

There are three routes to apply for a statutory assessment. All three routes are measured on the same basis, and one is not considerable favourably over another. All applications are considered on their own merits and the EHC team do not have thresholds to support decision making.

- Parent, Young Person or family advocate
- School
- Professionals – In Walsall we call this Mutual Partner Referral Route

Applications from Parent, Young People, Family Advocate etc.

Parents and young people can make their application via the Hub. The link can be found on the Local Offer or email the SEND team (sen@walsall.gov.uk). If a parent is not able to complete this process, they can

find help with SENDIAS or alternatively, a representative from the EHC team can take this information verbally and complete the Hub application on their behalf.

Schools must not direct parents to make applications on their behalf. Where a school has worked through the graduated approach and has sufficient evidence that would support an EHC, the application should come from school. This is always stronger as it includes relevant and detailed information. During a parental application, school will be asked to submit their part of the assessment including detailed context, information, and evidence within 10 days of the application. This is known as the App B (see appendix). It is expected that when a parent makes an application, it is because either school are not ready to proceed or do not agree. Where school are in full agreement, the LA will request information as to why the application has not been submitted by the setting.

Professional Applications known as Mutual Partner Referral Route

This pathway is for children and young people who already have a TAC, Early Help, or other high level professional involvement. It is designed to expedite assessment for children who are vulnerable and have obvious high-level needs. When a child is involved with multiple professionals, their family is supported by specialists from education, health, and social care, and it is recognised that, despite relevant and purposeful planning, the child or young person requires further assessment, a multi-agency group can agree to proceed for a statutory assessment without requiring panel approval. This pathway will ensure a tighter and, where possible, quicker 20 week procedure by achieving statutory assessment agreement without the necessity for a panel or decision group.

Important information to know about this pathway

- Without exception, all professionals, must agree that a statutory assessment is required.
- It would be beneficial for one of these professionals to be an educational psychologist.
- School should have completed cycles of assess, plan, do and review which demonstrates involvement and advice of professionals and recognises the rising SEND of the child or young person.
- The forms should be completed with signatures to confirm agreement. This should be returned to the local authority via the Hub where involvement and agreement will be confirmed before being passed straight to statutory assessment without requiring a panel decision.
- At this stage, it is an agreement to a statutory needs assessment and not an EHC plan. This should be made explicit to all involved.
- This form must be completed with all relevant information and supporting documentation. Where the form is not completed in full, it will be returned.
- Where there is not sufficient evidence to confirm multi agency involvement, the form will be returned, and SENCO will be redirected to apply via the school route.
- Professionals will still be needed to submit additional information through the agreed service templates during the 20-week process
- SENCO will need to submit an App B with relevant advice as part of the statutory assessment.

Instructions for Completion and loading on the Hub

1. At a multi-agency meeting or through communication with professionals, agree that a statutory assessment is required.
2. Obtain confirmation and agreement from professionals.
3. Complete Multi Partner Referral Route Form
4. Create a new request on the Hub

5. Complete application details such as school, parent and professionals' details
6. Under section titled What information about the child or young person's Special Educational Needs is relevant (SENCO/Education Setting) type in *Multi Agency Partner Referral*
7. Attached the MARR form, all SEN support plans and any relevant advice to the Hub
8. This will be checked by the EHC team before proceeding to statutory assessment
9. At this stage you will need to attach the **App B** to the education request within the timescales set out by the Hub
10. We will send out requests to all the professionals for their advice and information. We combine these together to make a Coproduction Booklet which is all the information we have gathered during the assessment.
11. Depending on the level of EP involvement, we may request further information and support.
12. Once the assessment is complete, the child or young person's coproduction booklet will be listed for a decision to issue and if agreed, relevant funding.

School Applications

The legal test to apply to consider whether a child has special needs is

*“A child or young person has a special educational need if they have a learning difficulty or disability **which** calls for special educational provision to be made for them”*

School should consider this when they place children on the SEND register and recognise the support that is required through individualised provision mapping and SEN support plans. Therefore, the EHC needs assessment should not normally be the first step in the process. It should follow on from planning already undertaken with families in conjunction with the school. Schools should implement carefully planned cycles of assess, plan, do and review. The purpose of an EHC plan is to secure **additional** provision that is above what is ordinarily available within schools' resources and to achieve the best possible outcomes as the child or young person prepares for adulthood.

In considering whether an EHC needs assessment is necessary, Walsall will consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

Walsall EHC decision making groups consist of an initial triage, followed by a quality and compliance group. Please see decision overview for more details. The groups require evidence that demonstrates

- the views, interests and aspirations of the parents and child or young person.
- a full description of the child or young person's special educational needs and any health and social care needs.
- outcomes across education, health and social care based on the child or young person's needs and aspirations.
- The amount of provision required
- how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

An EHC plan will provide top up funding in addition to SEN resources above those normally available within the school budget and therefore it is important to demonstrate this within evidence. School should submit this evidence on the 'App B'. It must be completed in full, without exception and with as much detail and evidence that can be supplied to demonstrate how additional provision has been put into place to meet the difficulty or disability. Evidence will show how this provision is above that which is ordinarily available within schools resources and where actions have been taken through the graduated approach but are insufficient to meet the SEN requirements of the child or young person.

Important Need to Knows in the EHC application

- APDR does not need to be fixed to a term. Once the outcome has been agreed, the provision may be different amounts of time.
- We do not need 3 terms worth of ADPR, although we do need to see actions 'over time' and this is why it is recommended to send three completed cycles.
- There should be a clear 'golden thread' linking needs, outcomes and provision

- Review and impact is often overlooked. APDR is a four-part cycle and each area is of equal importance. Without a clear review, there is no justification for the next actions or steps.
- School based applications are the strongest as they can demonstrate clear evidence of these actions and progress over time
- School should take purposeful actions to remove barriers to learning. These are important and is the basis of the graduated approach.
- Although any diagnosis is an important consideration, the 'legal test' clearly recognises that it is important to identify the provision that is required to meet the need.
- The EHC team would not decide to assess based purely on diagnosed needs. The SENCO should demonstrate the educational impact of these needs and provision required to support.
- SENCOs and schools should only comment on difficulties within education. It is important not to make judgements or statements about medical or health needs such as "Child A shows signs of ASC".
- It is a common misconception that children should be working at least two years behind their peers to justify an EHC needs assessment. We do not set thresholds for levels or rates of progress. We need to see the provision that has been put into place to meet an outcome and the progress which has been made
- Another misconception is 12 hours or £6000 of 1-1 support. We do not need evidence of certain number of hours or money to justify a decision. School should use their best endeavours to exhaust resources and interventions available at SEN support in order to justify requiring 'top up' through an EHC Plan
- All requests must be made via the EHC Hub. Please contact the sen@walsal.gov.uk if you need training or are unsure how to use this.

Relevant Advice

To inform our decision, Walsall will consider a wide range of evidence from schools and relevant professionals. The evidence should all be within the last 12 to 18 months and confirm the following

- The child or young person's academic attainment and rate of progress.
- Information about the nature, extent and context of the additional needs, considering all 4 broad areas of needs.
- Details of action already being taken by the setting or school.
- Where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- The child or young person's physical, emotional and social development and health needs.
- Relevant information from clinicians and other health professionals and what has been done to meet additional needs.
- where a young person is aged over 18, Walsall must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

Good applications could include

- Views of the child or young person.
- Views of parent, carer or responsible adult
- Family context, developmental history, and background of CYP

- Chronology and analysis that describes the rationale for requesting an EHC assessment
- Details of all reasonable adjustments, steps taken to remove barriers overtime
- Involvement and agreement of parents.
- Class-based approaches and QFT.
- Details highly personalised materials and equipment
- Attendance record with reasons if below 90%
- Summaries of impact of small group, individual or targeted interventions
- Clear progress data and summary of data explaining assessment levels/grades.
- Cycles of APDR on Individual SEN plans with clear reviews and impact
- Provision Maps detailing a variety of interventions matched to need and outcomes.
- Incorporation of SMART targets to support progression monitoring with impact
- Advice from Educational Psychology service with advice implemented and reviewed in plans
- Specific SEMH Interventions and support for pupils who require this
- Advice from appropriate health agencies sought and implemented
- Involvement of support if there is a risk of exclusion
- Involvement of social care through Early Help or TAC
- Implementation and review of advice and strategies recommended by private professionals
- Where the child or young person has EAL, evidence that their needs are unrelated to their language development.
- Causal factors behind behavioural issues
- Catch up interventions to demonstrate that additional needs extend beyond this.

Evidence we don't need to see

- Appointment letters or referral letters for paediatrics, therapists or CAMHS
- Reports that are over 2 years old.
- CPOMS or daily behaviour logs.
- Class teaching plans
- Timetables

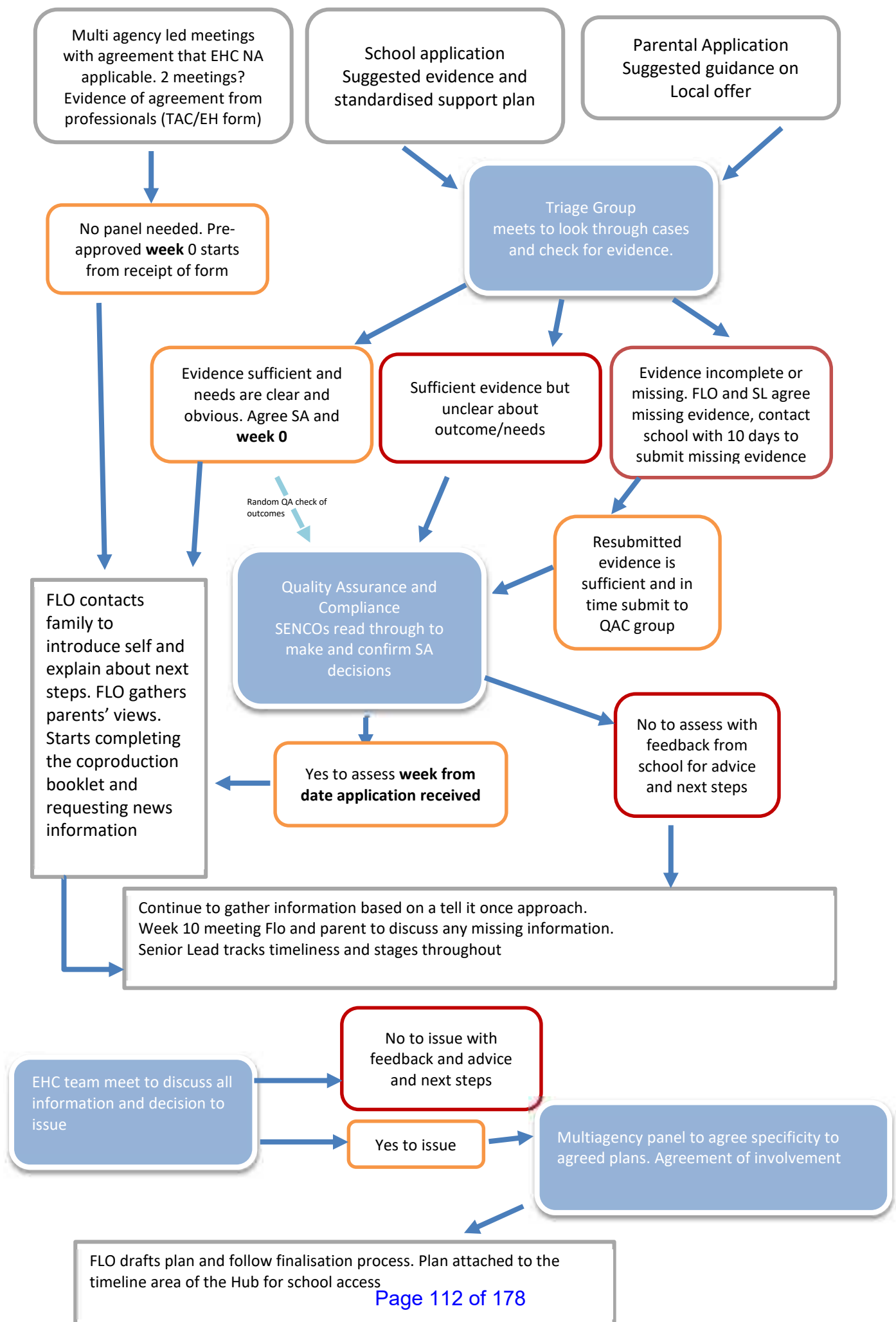
Instructions for applying via the hub

1. Open a new request on the Hub
2. Complete the application page with as much detail as possible
3. Attach App B to the documents
4. Attach any reports from professionals
5. Attach SEN support plans (3) and reviewed provision maps (3)

The EHC team aim to make decisions by week 2 of the pathway. Parents will be notified then confirmation coming to SENCO via the Hub.

What to expect and when during the Statutory Assessment

Week 1	Application received
Week 2 – 6	The decision to assess group meets and decides whether to agree to assess or not based on information submitted
Week 4 – 12	The Family Link Officer will introduce themselves to parent and school. If the App B has not been submitted or if more information is needed, they will contact the school. They will also ask for additional information from parents and other professionals involved. During this time, the FLO will be completing a coproduction booklet from all the reports that are submitted and arranging if more assessments are needed. Around week 10, there may be a planning meeting with Family Link Officer and parent. This is the opportunity to make sure we have the right information. This could be done via the telephone or virtually. Schools could be invited to this meeting as well as any professionals if parents would like them there. It is an informal meeting and will not have any impact on potential future decisions.
Week 12 – 16	The coproduction booklet is submitted along with all the reports and evidence to a decision-making group. The group decides whether to issue an EHC plan and if so, agree the content. It is then passed to the planning and preparation group to allocate an amount of funding so that the support in the plan can be carried out. They will name an appropriate placement. School will see the draft EHC plan and decide if they are able to meet the CYP additional needs within the proposed setting. The official 'draft plan' is sent to parents for final amendments. This is done on the hub and is attached to the timeline. It is also sent to parents via email.
Week 17	If parents are happy with the draft plan, we will consult for places and confirm the setting. The plan will become marked as final and will be reviewed within the next 10 to 12 months. The draft plan is sent to governing body and head teacher to decide if they can meet the provision outlined in the plan
Week 20	Final plan is sent to parents then schools



Statutory EHC Needs Assessment Schools Information App B

PARENTAL AGREEMENT TO STATUTORY ASSESSMENT

I/We agree/do not agree* to a formal statutory assessment of my/our child's special educational needs and to the involvement, assessment and information sharing from Social Care, Health, Education Psychology, and other relevant professionals for such an assessment.

(*Please delete as appropriate and sign the form here.)

Signature

Date

Summary of Recommended Evidence

C1	Views of the child or young person.
C2	Views of parent, carer or responsible adult
C3	Family context, developmental history, and background of CYP
C4	Chronology and analysis that describes the rationale for requesting an EHC assessment
C5	Details of all reasonable adjustments, steps taken to remove barriers overtime
C7	Involvement and agreement of parents.
C8	Class-based approaches and QFT.
C9	Details highly personalised materials and equipment
C10	Attendance record with reasons if below 90%
C11	Summaries of impact of small group, individual or targeted interventions
C12	Clear progress data and summary of data explaining assessment levels/grades.
C13	Cycles of APDR on Individual SEN plans with clear reviews and impact
C14	Provision Maps detailing a variety of interventions matched to need and outcomes.
C15	Incorporation of SMART targets to support progression monitoring with impact
C16	Advice from Educational Psychology service with advice implemented and reviewed in plans
C17	Specific SEMH Interventions and support for pupils who require this
C18	Advice from appropriate health agencies sought and implemented
C19	Involvement of school attendance service if there is a risk of exclusion
C20	Involvement of social care
C21	Implementation and review of advice and strategies recommended by private professionals

Contact Details

First Names			Surname		
Home Address			Date of Birth		
			Telephone		
			Email		
Educational Setting		Year group		SENCO	
Gender	First Language	Ethnicity	NHS Number	CAF / EHA /CIN	
GP contact details					
Persons with Parental Responsibility		Relationship		Contact Details (if different)	
Best person (family member) to contact (name)		Name and method of contact			
How would they like to be referred to		How would they like to be contact and best times			
LAC Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Social Worker <i>name and contact</i>			
If YES, which authority is responsible for this child / young person? /Contact details					
Details of any interpretation/access support needed for the family					

Relevant professionals involved or professionals who can help with the assessment

	Name	Role	Level of involvement	How long have they known the CYP	Do you have a report?
Education					
Healthcare					
Social Care					
Other					

Information and advice from the educational setting

Summary of child/young person's SEND:	
Previous settings including dates of transitions:	
Current attendance:	
Reasons for non-attendance (below 85%):	
Number of fixed term exclusions (days per year) with reasons (please do not send in daily logs or diaries)	
Summarise the child/young person's strengths, interests, and aspirations:	
Context and Background Include relevant home information and community context	<p>Page 117 of 178</p>

<p>Description of the child's current skills and attainment Please explain any levels to give understanding behind progress etc.</p>	
<p>Aims of provision (outcomes)</p>	<p><i>These should also be on SEN support plans</i></p>
<p>Summarise actions taken as a result of discussions/advice with parents/carers, other professionals. (This can be Quality First Teaching; Assess, Plan, Do, Review Cycle; Home/School communication book; Informal discussion with SALT; OT; EP etc)</p>	
<p>Summarise where more advice is required: (This can be additional assessment, advice, guidance, resources, environmental changes)</p>	
<p>What will and EHC plan give the child. What will top up funding give additional to existing support</p>	

Individual Needs Analysis

	Strengths	Barriers	Outcomes	Provision	Strategies that would help (adapted QFT)
Communication and Interaction					
Cognition and Learning					
Social, Emotional and Mental Health					
Sensory and/or Physical					

Preparation for Adulthood for year 9 onwards.

Higher Education and / or Employment	Strengths:	
	Needs:	
Independent Living	Strengths:	
	Needs:	
Participation in Society	Strengths:	
	Needs:	
Being as healthy as possible in adult life	Strengths:	
	Needs	

Notes and Important Information

Dates of SEN support review meetings

Completing an Annual Review

Reviews should be carried out using person-centered planning principles and must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate. Reviews should also:

- gather and assess information so that it can be used by early years settings, schools or colleges to support the child or young person's progress and their access to teaching and learning
- review the special educational provision made for the child or young person and its effectiveness in ensuring access to teaching and learning and good progress
- review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- consider the continuing appropriateness of the EHC plan in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued
- review any steps to achieve (short term steps) set by the early years provider, school or college or other education provider
- set new steps to achieve and the provision required.
- If the child is under 5 years old Reviews should be 6 monthly.

It is a school's responsibility to conduct the Annual Review, early years settings and colleges are expected to follow the same processes and should contact the LA if there is any problems. It is important that:

- Dates for reviews are planned well in advance
- The process of gathering information should start at least 8 to 10 weeks before the date of review.
- Parents must be kept updated so they can prepare and contribute for the review. We ask all information to be shared with parent at least 6 to 8 weeks before the meeting
- Sufficient time must be allowed to complete the review meeting. A suggested agenda is attached
- The Review Meeting must be completed at least four weeks prior to the anniversary of the issue of a plan or last annual review
- The EHC plan must be amended either before or during the meeting
- School must complete the Amendment matrix to show where changes have been made
- Use the EHC plan writing guide to help support quality and consistency between plans

- Ensure any reports being used as evidence for changes are dated within the last 12 months
- The same recommendations apply to annual review evidence and to EHC applications. Check this section in this guide for help.

The Preparation Stage

Preparation for meetings can start at any time that fits in with the school calendar. We recommend that in September the SENCO looks at which children are due and confirms dates with the EHC team. There is a form to help complete this. It should be completed in September and sent to sen@walsall.gov.uk. The LA will also send a list to the school each term of the children with EHC plans who are due a review. This two should match. Any problems contact your locality senior representative.

The SENCO should ensure the family are kept updated regarding support and progress so they can be well informed and prepared for the annual review meeting. Walsall EHC team recommended that a SENCO report is sent to the family the family at least once a year at the same time as normal class reports.

Before the meeting the SENCO should ask the professionals involved for a report. This could take several weeks and so it is best to gather this well before the meeting. EP reports may take longer so factor this into preparation. Reports used as a basis for evidence to suggest amendments should only be from within the previous 12 months.

Parents form should be completed before the review meeting and circulated with any additional information at least 10 days before. You may want to complete this with parents or allow them to return it to you before the meeting. We would suggest this is completed at least 4 weeks before to allow for better preparation. You can collect this information in any way which supports the family

Child's views can be submitted in whatever format best suits the child or young person. You may want to consider alternatives to writing such as mood boards, paintings or photos. We can accept power point presentations, videos or any other media platform. This is a fully open section of the review pack. These should be gathered and sent at least 4 weeks before the meeting but no later than 10 days before to allow for better preparation.

Amending the EHC Plan

About 4 to 6 weeks before the meeting but no later than 10 days before, the SENCO should look at the EHC plan and decide if there are any amendments to be made. EHC plans are not designed to be updated every year, however it is important they remain relevant and purposeful. Outcomes should be until the end of the key stage and specific dates avoided as these can quickly render the plan outdated.

If amendments are being recommended, consider how much of the plan needs to be changed. Where there are significant changes, we recommend this is done before the meeting. If these are minor updates, they could be completed in the meeting with parents

present. The SENCO should consult the amendment matrix to confirm which group the changes are likely to fall within.

Instructions for amending

1. The most recent EHC plan should be within the 'timeline' area of the Hub. Schools and parents can download this prior to the meeting. If it is not here, please contact sen@walsall.gov.uk
2. Amendments must be made directly into the plan and saved in a new copy.
3. Do not upload the changed draft to the Hub until after the meeting.
4. Highlight any new wording changes by using a coloured or highlighted font.
5. Strikethrough any text that needs to be removed
6. Ensure there is sufficient evidence to support any changes or amendments

The Meeting Stage

Within four weeks from date of last review (with the exception of year 6 and year 11), the SENCO should host the annual review meeting. At this meeting it is important to agree the content of the EHC plan with any changes.

The Annual Review meeting must enable full involvement of the parent, child or young person and consider their views, wishes and feelings especially when making decisions. It is important to check all sections of the EHCP not just the educational targets and provision. The meeting must provide an opportunity for parents and young people to request changes and updates to the plan if not already done so.

The meeting: must focus on progress made towards achieving outcomes and must establish whether the current outcomes remain appropriate and if required agree new ones. It must review the special educational provision, how it is delivered, ensuring it is still appropriate and enables good progress. It is important to review any health and social care provision. The family, young person and child's aspirations should be central, and a discussion should focus on whether these have changed. The SENCO must check if the parent/YP would like to request a Personal Budget.

The meeting should focus on future planning and how things have gone in the past year in school. All present at the meeting, especially child/young person and the parents/ carers should be given opportunities to express their views about all aspects of the review.

Special Educational Provision

When discussing provision, it is important to focus on curriculum delivery and support required, not on location. It is expected that the meeting may centre on a type of provision and parental preferences, but it must be made explicit that this will need to go through a robust multiagency decision group and can not be presumed as a definite outcome.

What happens next?

Maintain

For plans that are no change, the school will need to attach the Annual Review Report and EHC plan to the timeline area no later than 10 days after the meeting. This will then be processed by the Local Authority in line with the quality assurance systems.

Cease

For plans that are proposed to cease, (as the support is no longer required by the young person's SEND, and not because of relocation or change of school), the school will need to attach the Annual Review Report and EHC plan to the timeline area of the Hub no later than 10 days after the meeting. This will then be processed by the Local Authority and the proposal to cease looked at by a central based decision-making group. If proposal to cease agreed, the Local Authority will then issue notice to young person/ family, in line with Code of Practice.

Amendments

The SENCO should attach the Annual Review Report, EHC plan and all relevant evidence to the timeline area of the Hub Up no later than 10 days after the meeting.

Up to 4 weeks after the meeting, the proposed changes are checked, and quality assured against the evidence provided and a letter confirming any agreed changes will be sent to parents.

Up to 8 weeks after the meeting but ideally sooner, the parent will receive the confirmed draft EHC plan. This is also uploaded to the timeline area of the Hub. They have 15 days to make representations before the plan is issued as final via email and on the Hub.

EHC Annual Reviews Attendance

An EHC officer will attend cease, Group B amendments, year 6 and year 11 annual reviews. They may not attend maintain EHC plans or group A amendments as these decisions can be made without an officer present. It is important to invite an LA professionals to Group C amendment meetings to confirm proposed changes and outcomes. This may not be a member of the SEND team as these decisions are based on evidence and must be processed at a multiagency decision group. Decisions for group C can not be decided at school. Decisions for group A and B can be.

SEND Annual Review Yearly Agenda

School name

SENCO Name and Contact

Name of Child	Date of Birth	Year group	Date of last review	EP report due <i>Children should have an updated EP report within every key stage separated at regular intervals. If needs remain unchanged then this does not need to be prioritised.</i>	Anticipated review date	Likely Outcomes <i>maintain, cease, or amend. If amend with group will the changes fall into. A low level, B mid-level, C high level changes. This can be a mixture of 2 or even all 3</i>

SENCO Annual Progress Report

Name:

Year group:

Class/Form/Teacher:

SENCO:

Summary of identified Special Educational Needs
Summary of provision that is in place in school (please see attached provision maps)
Strategies that have helped
Summary of progress that has been made this year
Things that are working well
Things that could be better
Friendships and social development
Special recognitions and achievements
What we are planning to do now, next and later
SENCO Date.....

Special Educational Needs Family and Young Person's Views

Young Person Name:

Parent/ Carer Name:

What do you think is working well at home or school
What do you think is not working well? What could be better?
How successful has the EHC plan been this year? Are the outcomes appropriate and has the provision helped?
Has there been any changes to special educational needs over the past 12 months?
Are there any unmet social or health needs that should be supported?
What are your aspirations for the future? What would you like to see in the next 12 months?
Anything else you would like to tell us?

Special Educational Needs Family and Young Person's Views

This is a holding page and can be submitted in whatever format best suits the child or young person. You may want to consider alternative to writing such as mood boards, paintings or photos. We can accept power point presentations, videos or any other media platform. The following conversation starters may be useful in gathering views

What things have you enjoyed doing most this year? What activities did you do really well in?/ Who or what helps you in school?

What has gone well for you this year?/ What are you pleased about?/ What has made a difference to your family?

What is your proudest moment?

What are your aspirations?

What is really important to you?

What would you like to do more of?

Is there anything you are concerned about?

What has been a challenge you this year?

What do you feel needs to change?

What would you like to do outside of school

What would you like to do in the future?

What job would you like?/ Where would you like to live?

What might you need help with to do this?

What have you not enjoyed doing this year?

What have you found hard this year?

What could make things easier?

What do you currently do with your friends and what would you like to do?

Is there anything you are worried about?

What do you do outside of school and what would you like to do?

Do you need help with this?

Are you happy with your friends? Do you find making friends difficult? Would you like more help with this

Proposed Amendment Matrix

Highlight which amends have been suggested on the EHC plan using the grid below

	Group A Proposed Changes	Group B Proposed Changes	Group C proposed Changes
	These changes are wording changes and are required to keep the EHC plan up to date and relevant to the child, young person and their family. Relevant professionals should be invited to this meeting. An EHC officer may attend this meeting	These changes have moderate provision and placement implications and possible wording changes to some areas. These proposals must be supported with detailed evidence and reports to demonstrate why the changes are required. Local authority representatives and relevant professionals should be invited to this meeting. An EHC officer may attend this meeting	These changes have moderate provision and placement implications and possible wording changes to some areas. These proposals must be supported with detailed evidence and reports to demonstrate why the changes are required. Local authority representatives and relevant professionals should be invited to this meeting. An EHC officer will attend this meeting
Decision to cease following Annual review	Agree to cease following agreement from parent, YP or professionals		
Decision to maintain following Annual review	Agree to maintain following annual review with no provision or placement changes		
General wording changes in EHCP Sections A, B, C, D E and K	Any wording changes to sections A, B, C, D, E or K that ensure the EHC plan remains relevant and up to date. Relevant evidence to support must be submitted		Any wording changes to section I and J
Section F – Increase in mainstream provision		Provision maps and evidence to support recommendation for an increase in mainstream provision up to one band.	All other increase requests
Section F – increase in special provision		Provision maps and evidence to support recommendation for an increase in specialist provision up to one band	Provision maps and evidence to support recommendation for an increase in specialist provision at all other costs
Section F - Equipment, training, and resources		Relevant evidence to support required equipment, training, or resources	Relevant evidence to support required equipment, training, or resources above £500 for total package
Section F - Additional educational therapies		Reports from relevant professionals to support additional therapies up to £250 in additional costs	Reports from relevant professionals to support additional therapies greater than £500 in additional costs
Section G and H – Changes to social and health provision	Reports from relevant professionals to demonstrate changes in social and health care provision		
Section I - Suggesting change of placements	Request for a placement change in a same type placement (mainstream to mainstream)		Request for change of placement to specialist or any other type
Section J – Requesting Personal budgets			Recommendations for all personal budgets in section J with detailed evidence to support.
Transport			All transport requests must be referred to the relevant team before any recommendations can be made
Recommendation for continuation of post 16 provision	Any additional years to ongoing course with no extra costs	Any additional years to ongoing course with costs up to £500	Agree full course length and all costs

Special Educational Needs EHC Annual Review Report

First and any middle names				Family Name							
Home Address				Date of Birth							
				Telephone							
				Email							
Educational Setting				Year group			SENCO				
Gender		First Language		Ethnicity			Attendance			HNF funding/band	
GP contact details											
Persons with Parental Responsibility				Relationship				Contact Details (if different)			
Best person (family member) to contact How would parent like to be addressed (mum, Miss Mrs, name etc)				Name and method of contact							
LAC Yes <input type="checkbox"/> No <input type="checkbox"/>				Social Worker name and contact							
Primary Need (Broad Areas)											
Cognition and Learning <input type="checkbox"/>			Communication and interaction <input type="checkbox"/>			Social Emotional and Mental Health <input type="checkbox"/>			Physical and Sensory <input type="checkbox"/>		
SpID	MLD	SLD	SLCN	ASD	SEMH	Depression Anxiety disorders	Eating disorders	VI	HI	MSI	PMLD
Details of any interpretation/access support needed for the family at the review meeting											

Annual Review Report

Date of Last review meeting				
Date of current review meeting				
Persons who attended the review meeting				
Name	Designation/Role	Invited	Attended	Report Attached

In line with the SEND Code of Practice 2015 and the child's / young person's progress, does the Education, Health and Care Plan need to:		
<p style="text-align: center;">Maintained</p> <p><i>There are no changes required to the plan at this time. It is not anticipated that every review will require amendments to be made to the EHC plan</i></p>	<p style="text-align: center;">Ceased</p> <p><i>the identified outcomes have been met and the child/young person's needs can be met from the SEND support arrangements within the setting.</i></p>	<p style="text-align: center;">Amended</p> <p><i>The plan requires some changes (Proposed changes should have been completed 10 days before meeting)</i></p>
Was everyone at the meeting in agreement? Please list any areas which were not agreed during the meeting		

Please list any actions or tasks agreed during the meeting. Only assign tasks with agreement of person responsible		
Task or action required	Person responsible for completing action	Date action will be completed by

Transfer between phases of education			
Transition Year Group	Preferred Type of Setting	Parent's/Guardian's comments	Child or Young Person's comments
EYFS to KS1			
*If applicable KS1 to KS2 (if separate settings) <i>To be compiled for Yr. 1 pupils</i>			
KS2 to KS3 <i>To be compiled for Yr. 4 pupils</i>			
Post 16 education, employment or training. <i>To be compiled for Yr. 10 pupils</i>			
<p><i>Children and young people with special educational needs and disabilities needs <u>may</u> be eligible for help with transport to the school or college which is the most appropriate for their needs. Where an alternative school is chosen by parental preference - which may not be the most local school to the home address - transport may not be provided. Please refer to School travel for children with special educational, disability or mobility needs (SEND) for the most up to date transport policy and information.</i></p>			

Details of the person completing this form	
Name	Role
Name of setting	
Email	
Signature	Date

Walsall Children's and Adult Services

Transition Toolkit



Walsall Council

1. Introduction:

Approaching adulthood is a difficult and sometimes worrying time for young people. Although it comes with lots of new and exciting opportunities, it is also a time of significant change and comes with additional complexities, especially for those that have additional needs and those who are young carers with a range of caring responsibilities.

There are many decisions and choices for young people, their families and carers to make about the future related to daily life. This can be complicated and so support from Education, Health and Social Care may change at different points and particularly when they get to 18. Not everyone receiving children's social services will be eligible for Adult social care services, as the eligibility criteria is different and Adult Social Care may need reconsidering for parent who receive daily care from their children.

That is why preparing for adulthood should start early to plan the right support for young people, to achieve the outcomes they want. Improving transition support specifically for Young Carers is vital and seeks to ensure young carers are supported to reach their full potential, to make positive transitions between the ages of 16 to 24 and develop skills and confidence to make decisions about their future, opportunities to become more independent without worrying about their caring roles and responsibilities. Joint working with Adult Social Care in preparing for adulthood should start early to plan the right support for family members and to either reduce caring roles of support or to become adult carers.

Walsall Right 4 Children Partnership are listening to young people, their families and each other in terms of how the preparation to adulthood process should work more collaboratively in order to improve experiences and outcomes, whilst also ensuring our statutory duty and responsibilities for young people and young carers are adhered to.

For a successful and supported transition, it is important that everyone works together and is clear about their own and other people's roles. This transition toolkit is a resource pack which can be used by anyone involved in supporting a young person and/or young carer transitioning into adulthood.

Transition means change and is the term used for young people aged 14 -25 with special educational needs and disabilities (SEND) who are preparing for adulthood. The Children and Families Act 2014 sets the requirements for children with SEND as outlined in the SEND Code of Practice (2014) and in the Special Educational Needs and Disability Regulations 2014.

The aim of this toolkit is to ensure that the transition between adults and children's services is in line with legislative frameworks and based on restorative practice and strengths based practice. Along with key partners in Health, Education and Voluntary Sector agencies, our aim is to secure the best outcomes possible for young people by providing clear guidance and support for practitioners and to help parents, carers and young people, to understand:

- what help they can expect
- when they will receive it
- who is responsible for each element of the services and support they may expect or aim to receive.

In addition to this toolkit, a separate guidance for young people and their families is being devised.

2. How to use the Toolkit:

- This toolkit acts as a practice guide in relation to young people and young carers who will need support from services post 18. The needs of the young people may vary, as will their circumstances, (i.e being a child in care, if part of transition is to become an adult carer) so this will also determine what support is provided and by whom.
- If a young person is likely to require support once they turn 18, the Local Authority has a duty to assess those needs. This may lead to services to support them or signposting to services in the community so the young person can remain as independent as possible. If a young person does not meet Adult social care eligibility, then there may be support in the community to enable them to maximise their independence.
- This toolkit aims to assist in decision making when supporting young people transition into adulthood. How and by whom this is started may differ depending on their personal circumstances (i.e whether they have an Education, Health and Care (EHC) Plan). In this circumstance, this should commence when a child is in year 9 (aged 13 or 14) and should be guided by the completion of the year 9 annual review (as part of the Special Educational Needs and Disabilities (SEND) process).
- The Local Authority has a duty under the Care Act 2014 to carry out a needs assessment for a young person or carer if they are likely to have needs once they (or the child they care for) turn 18
- The Care Act also places a duty on local authorities to provide young carers with a transition assessment before they turn 18 yrs of age and when it will be 'of significant benefit' for them to so. Local authorities must also assess the needs of young carers as they approach adulthood regardless of whether they currently receive any services, but where it appears that the young carer is likely to have needs for support after they turn 18 and when they think that there would be 'significant benefit' to the carer. Working with a young carer to prepare them for their transition assessment is important, particularly when they are considering options at school or for further education and employment, or if there are particular pressures at home. The transition assessment should allow for the young carer and the practitioner to plan together for the future – including what support may be needed beyond 18 – and plan for their transition from Children's Social Care Service to Adult Social Care Services.
- For children in care, the range of responsibilities in relation to care planning, placement and review for looked after children also needs to be considered as part of transitioning our children in care into independence. This will commence with the preparing for adulthood assessment to be undertaken at 15 years and 9 months which informs the Pathway Plan and replaces the Care Plan at age 16.
- This toolkit has a number of documents to support assessments and clearly outlines the responsibilities of Walsall Local Authority and partner agencies, in supporting children transition into adulthood.
- Key issues need to be considered when supporting young people transition into adulthood – these include:
 - a) Resources and access to relevant services
 - b) Link with other services such as Early Help as part of early preparation and support
 - c) Consider who needs to be involved in the plan for the young person i.e Education/Health/CAMHS/Youth Services and other lead professionals.
- This toolkit has a number of documents to support improved decision making, for example legislation and any other relevant practice guidance. These can be found at the end of this toolkit.
- This toolkit should be used flexibly and dynamically - the documents and resources are from a variety of agencies and may be updated/deleted as required.

Stages of Transition

In order to provide clarity on when preparatory work should commence, this toolkit has broken the stages of transition into 3 sections according to age and when levels of support are needed. All young people are treated individually and the levels of support will differ according to their needs. Disabled Children and Young People have a range of complexities that mean additional support post 18 will be extensive and as such the planning for their transition may need to start sooner. Equally, some young people may develop additional needs much later and may require additional support from adult mental health services as they approach the age of 18. As circumstances for young people will differ, the need to fully assess and understand their needs as soon as possible is a critical part of ensuring the right support is identified as part of the transition process.

Stage 1 – Getting Ready (age 14 – 16)

Once a child reaches year 9, consideration now needs to be given to what support they will require in order to achieve their goals and aspirations as adults. EHCP's will be amended in year 9, in collaboration with other professionals to determine what support is needed as the child approaches adulthood. Other professionals will also prioritise this transitional year to update the advice contributing to the plan. We need to consider how can these be achieved and who will be able to assist, which services need to be involved and what support will they need to offer? Preparing for adulthood is an ongoing process and the Year 10 annual review is the second of several transition/planning meetings that takes place every year with the young person until they leave school in Year 11 or Year 14. Through the transition the annual review will help to ensure that the child's needs are identified, and relevant services put in place. The EHC plan will be amended when required, to reflect their changing needs as they grow older.

In order to consider these points the following actions may need to be taken:

Education, Health and Care Plan and Needs Assessment

Children's Social Care

- Update Child and Family assessment for those young people whom already have an allocated Social Worker. This needs to consider wider aspects of support such as family/friends and community links. For children in care aged 15 years and 9 months, this assessment will trigger the start of their Pathway Plan which replaces a child's care plan.
- Transition to adulthood passport to be completed by children's Social Worker via Mosaic.
- Adult social care referral for transition to be considered - timeliness for assessment taken into consideration to avoid delay and discuss with adults what support they can offer at this stage.
- Attend transitions Operational Group. This is a multi-agency forum chaired by Adult social care. This is where a young person can be presented to discuss what future support may be required and how this can be accessed.
- Review the young person's EHC Plan (this is triggered by the young person's school and SEND caseworker and we will need to be involved for complex situations).
- Lead professional to review level of support in school for those with additional needs but no EHC Plan.
- Consider what additional support may be required in regards to education. For Children in Care, support from the Virtual School, Impact and any preparation for further education and training will now need to be discussed with the young person and built into their care planning and discussed within their Personal Education Plan meetings.

- Agree who will help young person to develop a Career Plan and/or Vocational Profile. Plan out post 16 education and employment options including what work experience may be available. The responsibility for this may differ dependant on the professionals involved.
- If likely to have a change of environment post 16 e.g., move from school to college, consider what might be needed for a smooth transition. In some complex cases a multi-agency panel will consider the options and make recommendations.
- Work with school to identify how the curriculum will provide opportunities to explore the world of work and gain work experience for the young person.
- If the young person is educated out of area, start thinking about how to access Walsall local services in the event that their care plan may be for them to return.

Health

- Learning disabled young people are entitled to an Annual Health Check from age 14. This can be accessed via GP or for children in care will form part of their Looked After Child Medical. If this is required for a young person then now would be the time to access this. Further guidance for parents can be found on the NHS link attached to this document.
- Consideration as to whether a Continuing Health Care (CHC) assessment is required. This could also be for young people who experience behavioural challenges as well as those with complex health care needs. Further guidance and information can be found on the NHS link attached to this document.
- Ensure a young person has access to any therapy and emotional support that they may need. Has a referral been made to Children Adolescent Mental Health Services (CAMHS)? For children in care, have they been offered support through FLASH? Flash is a streamlined therapeutic service for children in care.
- For disabled children, consideration will need to be given as to whether a referral needs to be made to occupational therapy.
- Consider whether the young person will need support from services such as physiotherapy or speech and language. If so, ensure that the correct referrals are completed in order to access them.
- If a child has been assessed as being eligible for continuing care, the adult Continuing Health Care assessor should be informed when that child is 14. Currently, Learning Disability CHC have access to the child's continuing care database so are aware of who is coming through. This database is currently managed by Walsall Healthcare Trust. Once a child on continuing care reaches 16, if it is considered there is a possibility they will require an Adult Continuing Health Care assessment, the adult team should receive a referral. In Learning Disability, the child will be referred to the LD community transition nurse. At this point transitional meetings should be attended by representations from adult Continuing Health Care – in the case of Learning Disability, the community transition nurse does this and feeds back to the Clinical Commissioning Group.

Independence Planning

- For all young people, independence planning such as travel training, learning how to budget and life skills will need to be part of their transition planning. This work needs to start from age 14 so that the young person develops the confidence and skills needed to be as independent as they can once they reach adulthood. At this stage, consider a referral to the all age disability hub.
- Begin to plan how resources/services will be accessed in adult life e.g. equipment, therapies, specialist support, prescriptions, dentist, optician, diet & exercise, sexual health etc.

- Consideration should be given as to whether a carers support is required.
- Children's services may need to apply for a National Insurance number if the child/young person is in the care of the authority.
- Ensure young people and family/carers know how to access information in regards to potential housing options post 18
- Consider whether the young person requires the support of an advocate or for Children in Care and Independent Visitor
- Consider how you will support the young person to keep in contact with those that are important to them once they reach independence.

Young Carers

- Meet with the young carer and their family to start discussing transition support, it is important to include schools here as the young carer may need additional support during exam periods etc.
- The assessment should take account of choices related to their post-16 future and help them to plan for this future. Leaving this until just before they turned 18 was too late for them to receive appropriate support. The assessment should not just focus on the current needs of the young carer and their family, but also on the likely ways in which these needs will change over the coming years as the young person transitions to adulthood
- Complete with the family the young carers transition assessment, considering how changing from being supported by a young carers service to possibly an adult service may impact them, discuss with the young carer their aspiration for the future
- Consider the impact of the caring roles and responsibilities and the level of care they provide, include a review with adults social care
- Once the transition assessment has been completed, provide a copy to the young carers and their family, the report should contain what you have talked about, what will happen next, whether the young carer, the person they care for or someone else in the family should get help, what support will be provided and what other services might be able to provide and if any referrals need to be made.

Stage 2 – Starting the Transitions Plan (age 16 - 18)

By the time a child is 16, work on their transition planning needs should be well underway. As young people develop, they should be involved more and more closely in decisions about their own future. After compulsory school age (the end of the academic year in which they turn 16) children become young people and take their own responsibility for engaging in decision making with their education provider and, where they have an EHC plan, with the local authority and other agencies.

Education, Health and Care Plan and Needs Assessment

Social Care

- Ensure that the assessment for adulthood which will inform the Pathway Plan for Children that will be leaving Care is completed
- Any children receiving Continuing Care Joint Funding, will have a review of their needs in order to inform the transition plan. In some circumstances, funding will need to be agreed at External Placements Panel or Complex Short Breaks needs panel. Consultation with health professionals must be taking place and they need to be invited to care planning meetings as appropriate.

- Transforming Care Programme (TCP) brings together, Social Care, health and Education Services across Walsall, Wolverhampton and Dudley to review and plan service provision for children and young people. It aims to ensure that individuals with diagnosed learning disabilities and/or Autistic Spectrum Disorder are supported within their local community to avoid unnecessary inpatient mental health admissions and residential care. Young people with autism and/or learning difficulties, whom also experience mental ill health, can be at risk of Tier 4 hospital admission. A 'risk of admission' (Dynamic Support) register can identify children and indicate what single or joint preventative intervention can be offered to reduce this risk or to proceed to a CETR (Care, Education and Treatment Reviews) to determine whether an admission can be safely avoided. The CCG leads on all CETR and dynamic support Register as part of the Transforming Care Partnership (TCP). More information about this can be access in the guidance and information links at the end of this toolkit.
- Each agency is to ensure that the young person and their family know when professionals and/or services are likely to change and who will take over responsibility if applicable.
- For those young people allocated in children's social care, a referral to adult services MUST be completed by 16 years and 3 months of age, as appropriate to the individual circumstances.
- The Year 11 annual review should include Adult Social Care for those young people open to children's services and Early Help support. An adult social care worker will be allocated by the time the child reaches the age of 17.
- Adult Social Care will chair a Transition panel as a multi-agency forum to agree and take accountable action to support and plan as young people pass through the 3 stages. CCG health partners will participate in all arrangements throughout the Transition Stages for those aged 14+ and contribute to seamless transfers and referrals into agencies who provide adult health, adult social care and adult education services. This Panel is in formulation and will go live in April 2022.
- Gather information to identify and inform any key adult professionals that may be required post-18. Ensure that appropriate planned introductions and handover will need to start at this point.
- Review the EHC Plan and ensure the Social Worker attends EHC Plan and CC reviews from age 16 as appropriate to the individual circumstances.

Health

- Consider whether School Nursing workshops for physically disabled young people to be accessed around transition. Check if the child's school provides this.
- Mental Capacity Assessments may need to be undertaken. The Mental Capacity Act 2005 (MCA) relates to people aged 16 and over. People are assumed to have capacity unless an MCA assessment has deemed otherwise. These assessments can be undertaken by a social worker but this is dependent on the specific decision and who the decision maker is. The principles of the MCA are that people who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interests. More information in respect of this is provided in the resources and links attached to this toolkit.
- Deprivation of Liberty Safeguards (DoLS) - Deprivation of liberty of children under the Mental Capacity Act currently requires the authorisation of the Court of Protection. According to case law, parents or those with Parental Responsibility cannot consent to the confinement of a young person who is expressing an objection to this. There are a number of circumstances under which a young person may be 'confined' i.e. be under continuous supervision and control and not permitted to leave. Liberty Protection Safeguards (LPS) will replace DoLS in 2023. Under LPS, the Responsible Body (LA, Hospital Trust, CCG, Mental Health Trust) will be able to determine (after

assessments and review) if 16- and 17-year-olds are being deprived of their liberty and authorise the arrangements without recourse to the court.

- Finalise plans for future therapeutic support and what mental health support will be required for the young person post 18. Consider what is already in place and whether there are any potential gaps their current care. At 17, if needs are not likely to change, an adult Decision Support Tool will be completed – unless it is a behavioural need and not primarily a physical health need. In behavioural cases, joint funding is not agreed until adult behavioural support team have assessed. If the child does not received continuing care as a child, health will accept the checklists for a full adult DST at around 17 years of age.

Independence Planning

- Support Young Person to decide on post 16 education and training – potential link with virtual school/impact etc.
- Start to consider post 18 housing and accommodation option (for Children In Care (CIC) this may include staying put and shared lives)
- Continued development on independence planning – to include agencies such as housing/Money Home Job. For Children in Care, their Personal Advisors that are allocated to them at age 17 will be able to assist with this as part of their continued Pathway Planning. Ensure young person is travelling independently where possible and if not, what assistance is going to be needed.
- Explore how any Personal Budget or Direct Payment might be used as part of planning for independence and future aspirations. A direct payment offers greater flexibility, control, and personalisation. The person chooses who provides their services, how their needs are met, and they purchase the support that meets their needs best. Following an assessment of an adults care and support needs there is the option of meeting eligible needs via a commissioned service (where Walsall Council arranges the care directly on the person's behalf), or via a direct payment, or via a mixture of both, depending on what best meets the needs and allows the person to achieve their outcomes . Please see local procedures on the process to access a direct payments which adheres to the national guidance. Further information is available at the end of this toolkit.
- Ensure that the Adult Social Care Plan is compiled and presented to the relevant decision making forum at least 3 months before the young person's 18th Birthday.

Young Carers

- Following the completion of the transition assessment a pathway planning and support package needs to be agreed taking account of changes in need, young carer's isolation in the community and their aspirations. The support plan should be agreed by the young carer, their family and other key services such as GP, schools, housing and further education providers (Walsall College have a dedicated Young Carers Champion to support transition).
- The support plan should include further education, employment and/or works experience, financial support, housing, health needs in order to agree pathway planning

Stage 3 – The transition plan (18 – 25)

By the age of 18, the plan will need to have been completed outlining the support to be offered, by whom and for how long. Case management responsibility transfers to a social worker within the relevant Adult Social Care Team. If there is a delay in the transition to Adults Social Care, support from Children's Services should continue to ensure continuity. If the pathway is followed, this should not be necessary.

The adult care and support package starts on the young person's 18 birthday, taking into account the young person's strengths, abilities and wishes and this is reviewed after six weeks and annually thereafter. For children leaving care, their Personal Advisor will be a key professional involved in their support and is responsible for updating their Pathway Plan up until the age of 25. The young person's care and support plan will be kept under review to ensure the person is supported to live as independently as possible.

Social Care

Transfer to adult services to have been completed if required. Young people transition to the relevant adult social care team, these include: young people with physical and sensory disabilities will transfer to the adult locality team; those with a learning disability to the learning disability team; those with a mental health need to the mental health team. Decisions about the most appropriate team will be made on a case-by-case basis for young people who do not fit neatly into a specific team. There is no requirement to change adult social care teams at the age of 25 years unless circumstances change

Health

- At 18, all eligible young people transition to adults Continuing Health Care and the care package starts. This will be reviewed after three months and annually thereafter by adults Continuing Health Care. When CAMHS are providing time limited intervention this may continue beyond the 18th birthday in agreement with the relevant adult's health team. In this instance CAMHS and the relevant adult service will co-work for a limited period and this will be reviewed at the Care Programme Approach (CPA) meeting. Once the adult team takes over care coordination, advice can still be sought from CAMHS.
- Some young people may need the CCG and other care providers to deliver support and care through Direct Payments. A direct payment offers greater flexibility, control, and personalisation. The person chooses who provides their services, how their needs are met, and they purchase the support that meets their needs best. Following an assessment of an adults care and support needs there is the option of meeting eligible needs via a commissioned service (where Walsall Council arranges the care directly on the person's behalf), or via a direct payment, or via a mixture of both, depending on what best meets the needs and allows the person to achieve their outcomes. Please see local procedures on the process to access a direct payments which adheres to the national guidance. These are attached to the bottom of this toolkit.
- For children leaving care, ensure that the young person has access to their Health passport which is provided to them by health professionals.

Independence Planning

- Once a young person ceases to be looked after and they are a relevant child, or once they reach legal adulthood at age 18 and are a former relevant child, then the local authority will no longer be required to provide them with a social worker to plan and co-ordinate their care. The local authority must, however, appoint a Personal Advisor to support them. The PA will act as the focal point to ensure that care leavers are provided with the right kind of personal support. All care leavers should be aware of who their PA is and how to contact them, so that throughout their transition to adulthood they are able to rely on consistent support from their own key professional. All Eligible Care leavers are entitled to receive support up to the age of 25. Further information on care leavers eligibility and level of support required is provided at the end of this toolkit.

Lead Professionals and information sharing forums to track progress of all young people transitioning between Childrens and Adults Social Care.

If a child has an allocated Social Worker or Early Help Family Support Worker then they will be the lead professional overseeing this process.

If a child is life limited or has highly complex health needs, then the lead professional may need to be from health as part of their Continuing Health Care (CHC) planning. If you are social worker of a young person that has needs around continuing healthcare then this needs to be flagged with the CCG. For children in care, this may be done through the External Placement Panel. For those young people that are supported as part of TCP (Transforming Care Plan) Cohort, ensure that your young person's needs are also considered as part of the Dynamic Support Risk Register. Additional information on how to access the right support is attached to the bottom of this toolkit.

The External Placements Panel (EPP) is chaired by the Council Children's Services Director and will refer to a shared funding tool where the Council and CCG have responsibilities for children / young people where the nature and level of care requires a shared and co-ordinated approach. This arrangement allows for multi-agency discussion and evidence sharing about children Looked After or those living at home / in the community with challenging care needs and informs decision-making for joint funding of placements where the care needs require a single or any combination of Health, Education and Social Care funding to reach outcome objectives. Panel representatives include professionals from Childrens Services, Adults Social Care and Health professionals.

If a child has no EHCP and the above do not apply, the lead professional is the SENCO officer at the school or college.

Useful Documents linked to the processes outlined above:

No.	Title	Context	Document
1	Preparing for Adulthood – Year 9 Annual Review Guide	Details the pathway and practice tools for the year 9 review in line with the extension of the SEND code of practice introduced by the Children and Families Act 2014.	
2	Preparing for Adulthood – Key Topics to cover as part of year 9 Annual Review.	Outlines key areas for discussion as part of preparing for adulthood.	
4	Walsall Mental Capacity Act Guide	Walsall's guide to undertaking assessments under the MCA Act 2005.	
5	Walsall Care Act Guide	Walsall's Guide to the Care Act 2014 – Outlines the LA's responsibility as outlined within the Act.	
6	Walsall Adult Safeguarding Booklet	Outlines adult safeguarding duties	
7	Shaping our Future	Improving assessment and support for young carers transition into adulthood	

Links to Useful Resources

[Walsall Care Act 2014 Booklet](#)

[Adult Safeguarding Reminder Guide Walsall](#)

[Walsall Mental Capacity Act Booklet](#)

[NHS Mental Health Factsheet](#)

[Mental Capacity Act Code of Practice](#)

[LPS and DOLS Guidance](#)

[Office of the Public Guardian](#)

[Court of Protection](#)

[In Control Resources](#)

[Transitions NICE Guidance](#)

[SCIE Resources](#)

[SCIE Transition Planning](#)

[SCIE Care Act Information](#)

[SCIE Mental Health of Young People Information](#)

[RiP Transition Guidance](#)

[DOLS DoH Easy Read Guidance](#)

[CQC Mental Health Guidance](#)

[Direct Payments and Personal Health Budget Guidance](#)

[NHS Continuing Health Care Guidance](#)

[NHS Continuing Health Care Decision Supporting Tool](#)

[NHS Learning Disabilities Health Checks](#)

Preparing For Adulthood - Children In Care

AGE 14 YEAR 9

Identify those young people who are likely to need support from Adult Social Care (typically those with a disability or mental illness) and that they are placed on the Tracker so that they can be monitored through the Transition Process and presented to the Preparing for Adulthood Panel.

AGE 15 YEAR 10

Young people will be supported to complete their Independence Planning work and an updating assessment of their needs will need to be completed to inform this work by the time they are 15 years and 9 months of age. This will be reviewed periodically and will inform the pathway plan at age 16. Consider what needs to be included in this work as outlined within the 3 domains within the Transitions Toolkit (i.e health needs, education and independence planning) Start talking to the Young person about the work of the Personal Advisor and how the will support them in preparing for Adulthood.

AGE 16 YEAR 11

The First Pathway Plan is completed by the time the young person is 16 years and three months of age. They will need to be referred to the Transitions and Leaving Care Team prior to their 17th Birthday so that they can be allocated a Personal Advisor at age 17. Young people likely to require Adult Social Care support are referred for a Care Act assessment (N.B. these young people will already be on the tracker in keeping with the Transitions tracker). A Passport to Adulthood will need to be completed on Mosaic.

AGE 17 YEAR 12

Pathway Plans are reviewed and transition targets updated.

Post 18 accommodation plans should be developing, including Staying Put arrangements where applicable. Presentation at Housing Pathway Panel may also be required. Young people have a clear 18+ support network via lifelong links referral if needed and young people will have been provided with life skills work as part of their independence planning. Care Act Assessments will have been completed for those referred.

AGE 18 YEAR 13

Young people are presented to the Preparing for Adulthood Panel for the last time one month before their 18th birthday. This is where the panel will check that all necessary handover tasks for the move to Adult Services have been completed. The care package will now commence for young people eligible for support from Adult Social Care under the Care Act.

Preparing For Adulthood Pathway – Health

AGE 14 - 16

Young people with complex health needs are flagged up on the Transition Tracker as likely to need/be eligible for adult Continuing Healthcare (CHC). These young people will be tracked and progress monitored in consultation with health colleagues as part of the Preparing for Adulthood Panel.

From age 14, young people with a learning disability are entitled to a free Health Check with their GP once per year.

For disabled children, consideration will need to be given as to whether a referral needs to be made to occupational therapy.

Consider what therapeutic support is required and whether they have been referred to CAMHS. For Children in Care, have they been referred to FLASH.

Consider whether the young person will need support from services such as physiotherapy or speech and language. If so, ensure that the correct referrals are completed in order to access them.

If a child has been assessed as being eligible for continuing care, the adult Continuing Health Care assessor should be informed when that child is 14. Once a child on continuing care reaches 16, if it is considered there is a possibility they will require an Adult Continuing Health Care assessment, the adult team should receive a referral. In Learning Disability, the child will be referred to the LD community transition nurse. At this point transitional meetings should be attended by representations from adult Continuing Health Care.

AGE 16 - 18

Mental Capacity Assessments may need to be undertaken. The Mental Capacity Act 2005 (MCA) relates to people aged 16 and over. People are assumed to have capacity unless an MCA assessment has deemed otherwise. The principles of the MCA are that people who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interests.

Finalise plans for future therapeutic support and what mental health support will be required for the young person post 18. Consider what is already in place and whether there are any potential gaps their current care. At 17, if needs are not likely to change, an adult Decision Support Tool will be completed.

AGE 18+

At 18, all eligible young people transition to adults Continuing Health Care and the care package starts. This will be reviewed after three months and annually thereafter by adults Continuing Health Care. When CAMHS are providing time limited intervention this may continue beyond the 18th birthday in agreement with the relevant adult's health team.

For Children in Care, ensure that the Young Person has been provided with their health passport.

11 October 2022

SEND and Alternative Provision (AP) Green Paper

Wards All

Service: Access and Inclusion Service

Portfolio: Councillor M. Statham – Education and Skills

1. Aim

The aim of this report is to provide an overview and update of the SEND and Alternative Provision (AP) Green Paper

2. Recommendations

That the Education Overview and Scrutiny Committee considers the contents of this report and decides on timings of further information or updates

3. Report detail

Summary of the SEND review: right support, right place, right time

The SEND review sets out government's proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives. The review can be found here https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063620/SEND_review_right_support_right_place_right_time_accessible.pdf

The reforms to the SEND system introduced in 2014 had the right aspirations and since then there has been much to celebrate. It is clear that the system is driven by a hardworking and dedicated workforce. However, despite examples of good practice, too often the experiences and outcomes of children and young people are poor. Parents and carers are frustrated at having to navigate an increasingly complex and adversarial system. Growing tension across the system is causing delays in accessing support and increasing financial challenges for local government.

The SEND review is a response to the widespread recognition that the system is failing to deliver for children, young people and their families.

Over the course of the review, the Department of Education (DfE) listened to a wide range of people, most importantly children, young people and their families. As the review progressed it became clear that alternative provision is increasingly being used to supplement the SEND system. Therefore, they have

looked at the specific challenges facing the alternative provision sector, and proposed potential solutions, as part of this review.

What the review found

The review identified 3 key challenges facing the SEND and alternative provision system.

1. Navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families.
2. Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure.
3. Despite the continuing and unprecedented investment, the system is not financially sustainable.

A vicious cycle of late intervention, low confidence and inefficient resource allocation

For both families and providers, the review identified there is significant inconsistency in how needs are met. Decisions are too often made based on where a child or young person lives or is educated, not on their needs.

This cycle starts in early years and mainstream schools, where despite best endeavours, settings are often ill-equipped to identify and support children and young people. Inconsistent practice makes this worse.

It is not clear to families what they should reasonably expect from their local mainstream settings, and they lose confidence that these settings can meet their child's needs. As a result, education, health and care plans (EHCPs) and, in some cases, specialist provision, are seen as the only means of guaranteeing the right and appropriate support.

Increasing numbers of requests for EHCPs and specialist provision means that children and young people face significant delays in accessing support.

Some children and young people, including those with more complex needs, face long journeys to get to school or have to attend a placement outside of their local area, taking them away from their local community.

Financial resource and workforce capacity is pulled to the specialist end of the system so there is less available to deliver early intervention and effective, timely support in mainstream settings. As a result, the vicious cycle continues with outcomes and experiences for children and young people continuing to suffer and costs increasing.

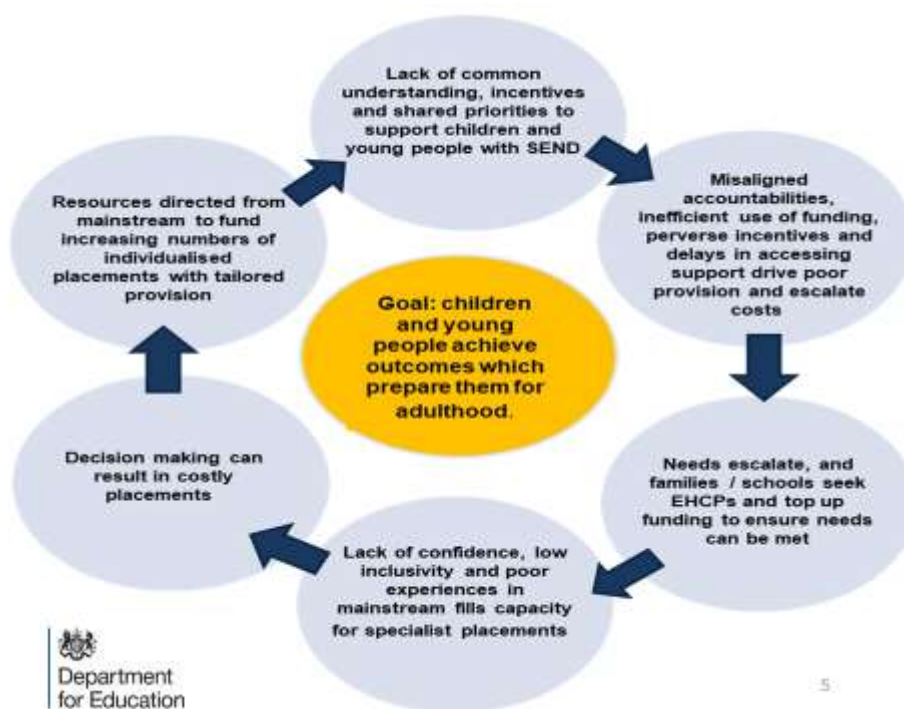
Turning this vicious cycle into a virtuous one

The vast majority of children and young people should be able to access the support they need to thrive in their local mainstream setting, without bureaucratic processes, **or the need for an EHCP or a placement in special or alternative provision.** They should have their needs identified promptly, with appropriate support put in place at the earliest opportunity.

For some children and young people, specialist provision will be the most appropriate placement for them to be able to learn and succeed. They should be able to access this with minimal bureaucracy.

The green paper was in response to the review and consulted on proposals to deliver greater national consistency in the support that should be made available, how it should be accessed and how it should be funded. It set out plans for an inclusive system, starting with improved mainstream provision that offers early and accurate identification of needs, high-quality teaching, and prompt access to targeted support.

An inclusive system will also ensure that children and young people have timely access to specialist services and support, including specialist placements where this is appropriate. This will be underpinned by strong co-production with families and accountability at every level, and improved data collection to give a timely picture of how the system is performing.



A single national SEND and alternative provision system

The review concluded that there is a need for much greater consistency in how needs are identified and supported, so decisions are made based on a child or young person's needs in co-production with families, not where they live or the setting they attend.

They propose to:

- establish a new national SEND and alternative provision system setting nationally consistent standards for how needs are identified and met at every stage of a child's journey across education, health and care - parents and carers will be confident that their child's needs will be met effectively in the most appropriate local setting, they will be clear about what support their child is receiving and will be engaged in decision-making at every stage
- create new local SEND partnerships bringing together education, health and care partners with local government to produce a local inclusion plan setting out how each area will meet the national standards - when specialist support is needed, the local inclusion plan will set out the provision that is available within the local area, including units within mainstream, alternative and specialist provision
- support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings, including mainstream, specialist and independent - they will continue to have the right to request a mainstream setting for their child
- introduce a standardised and digitised EHCP process and template to minimise bureaucracy and deliver consistency
- streamline the redress process to make it easier to resolve disputes earlier, including through mandatory mediation, whilst retaining the tribunal for the most challenging cases

Excellent provision from early years to adulthood

The review heard that we need a more inclusive education system to ensure that children and young people with SEND are set up to thrive.

They propose to:

- increase the total investment in the schools' budget, with an additional £1 billion in 2022 to 2023 to support children and young people with the most complex needs
- improve mainstream provision, building on the ambitious schools white paper reforms, through excellent teacher training and development and a 'what works' evidence programme to identify and share best practice including in early intervention
- build expertise and leadership, by consulting on a new SENCo national professional qualification (NPQ) for school SENCos, alongside increasing the number of staff with an accredited SENCo qualification in early years settings
- invest £2.6 billion, over the next 3 years, to deliver new places and improve existing provision for children and young people with SEND or who require alternative provision
- deliver more new special and alternative provision free schools in addition to 60 already in the pipeline
- set out a clear timeline that, by 2030, all children and young people will benefit from being taught in a family of schools, with their school, including special and alternative provision in a strong trust or with plans to join or form one, sharing expertise and resource to improve outcomes

- commission analysis to better understand the support that children and young people with SEND need from the health workforce so that there is a clear focus on SEND in health workforce planning
- fund more than 10,000 additional respite placements and invest £82 million in a network of family hubs so more children, young people and their families can access wraparound support
- invest £18 million, over the next 3 years to build capacity in the supported internships programme
- improve transition at further education by introducing common transfer files alongside piloting the roll out of adjustment passports to ensure young people with SEND are prepared for employment and higher education

A reformed and integrated role for alternative provision

At their best, alternative provision schools are experts in supporting children and young people whose behaviour or other needs can present a barrier to learning. But, too often the role of alternative provision is unclear, and it is used too late or in a way that is not best focused on children's needs.

To address these barriers, they propose to:

- make alternative provision an integral part of local SEND systems by requiring the new SEND partnerships to plan and deliver an alternative provision service focused on early intervention
- give alternative provision schools the funding stability to deliver a service focused on early intervention by requiring local authorities to create and distribute an alternative provision specific budget
- develop a bespoke performance framework for alternative provision which sets robust standards focused on progress, re-integration into mainstream education or sustainable post-16 destinations
- deliver greater oversight and transparency on children and young people's movements into and out of alternative provision
- launch a call for evidence, before the summer, on the use of unregistered provision to investigate existing practice

System roles, accountabilities and funding reform

The review heard the need to align system incentives and accountabilities to reduce perverse behaviours that drive poor outcomes and high costs in the current system.

They propose to:

- deliver clarity on roles and responsibilities for all partners, across education, health, care and local government through the new national standards - with aligned accountabilities, so everyone has the right incentives and levers to do their role and be held to account
- equip the Department for Education's new regions group to take responsibility for holding local authorities and trusts to account for delivering for children and

- young people with SEND locally through new funding agreements between local government and the Department for Education
- introduce a new inclusion dashboard for 0 to 25 provision giving a timely, transparent picture of how the system is performing at a local and national level across education, health and care
 - work with Ofsted and the Care Quality Commission to deliver an updated local area SEND inspection framework with a focus on arrangements and experiences of children and young people with SEND and in alternative provision
 - deliver funding reform through the introduction of a new national framework of banding and price tariffs for funding, matched to levels of need and types of education provision set out in the new national standards - providers will have clarity on how much funding they should expect to receive for delivering support or a service, whilst ensuring the right pricing structures are in place, helping to control high costs attributed to expensive provision

3.1 Current position:

The [publication of the green paper](#) marked the start of a 13-week consultation process, which closed on 1 July 2022. We encouraged everyone to reflect on the proposals in the green paper and respond to the consultation.

The proposals set out in the green paper will align with wider reforms around levelling up, including policy set out in the recent schools white paper, as well as the forthcoming independent review of children's social care and wider reforms to the delivery landscape across health and care.

Later this year, following the completion of the consultation, the DfE will publish a national SEND delivery plan, setting out the government's response to the consultation and how the proposals will be implemented. Together, we can ensure every child and young person with SEND and those in alternative provision can thrive and be well prepared for adult life.

Once the Green paper has passed through parliament and enters the statute books then the LA will review the legislation and SEND delivery plan and ensure members are updated.

Regular reports to members on the SEND and AP reforms and implications can be added to the work plan for this scrutiny.

4. Financial information

The national proposals for funding have been highlighted above. It is unknown at this time what this financial envelope may be for Walsall or the implications of the consultation findings and the reforms identified in the SEND delivery plan.

5. Reducing Inequalities

The SEND and AP Green paper supports our aim to reduce inequalities and make the most of potential, including enabling residents to fulfil their potential and thrive. It also supports our key area of focus that our children should:

- have the best possible start
- be safe from harm
- be happy, healthy, and learning well

6. Decide

The Committee may decide to request further information or assurance in respect of the outcome of the consultation and implementation of the national SEND delivery plan.

7. Respond

Walsall have submitted a response to the consultation. Once the findings are published we will look at implication and plans to implement.

8. Review

The outcomes of the consultation will be reviewed at Childrens Service's DMT. Any operational and financial implications will be tabled. These can also be reviewed through scrutiny once the consultation outcome has been published.

Background papers

None

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11 October 2022

Specialist Provision Review

Wards(s): All

Portfolios: Councillor Mark Statham – Education and Skills

1. Aim

The aim of this report is to provide an overview of the current position of Special Educational Needs and Disability (SEND) specialist provision planning within the Local Authority.

2. Recommendations

That the Education Overview and Scrutiny Committee considers the contents of this report and decides when there should be further information and updates.

3. Know: Context

Following on from the paper brought to the Education Overview and Scrutiny Committee in February 2022, this report provides an update on the ongoing work surrounding our specialist provision and pupil place planning for SEND.

The ongoing focus of the school organisation service is to review the requirement for SEND places across the borough in terms of pupil place planning and future proofing our place requirement. Working closely with the Inclusion Service, a five-year plan is being created to ensure our statutory responsibility for having sufficient school places is met.

3.1 Local Authority Support

The Local Authority has the support of two Head Teachers, Cathy Draper (Short Heath Federation) and Kate Bargh (North Star Federation) on a part time secondment basis to support the specialist provision review and development of school services within Walsall.

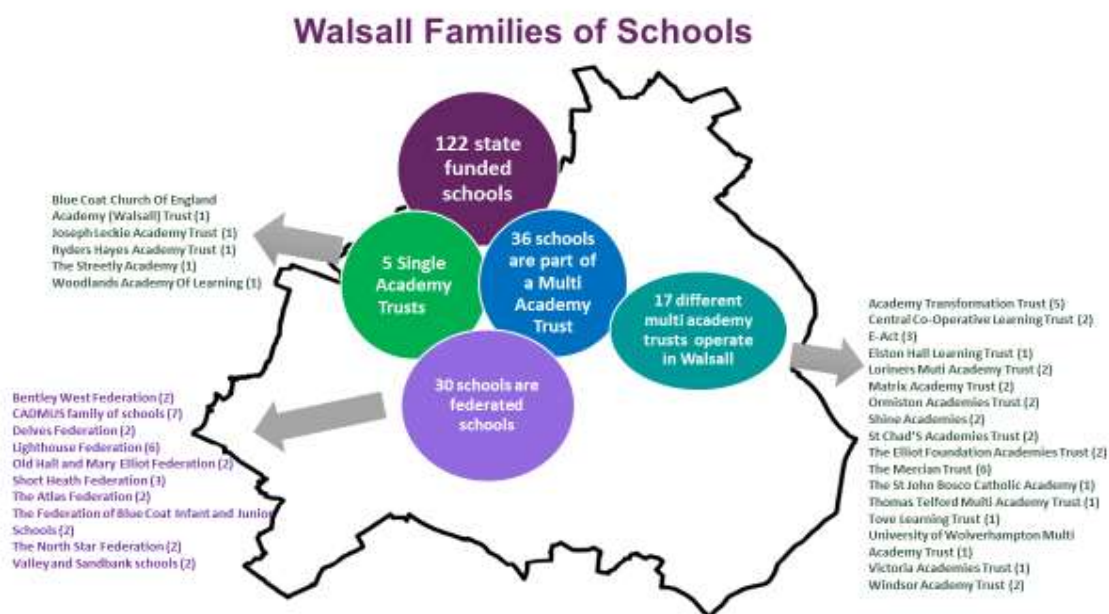
Working closely with officers, they have been overseeing and driving forward the education and inclusion agenda including the following 3 projects, working with our current LA teams, staff, and Walsall schools:

Specialist provision group/work- leading the development of the special provision plan to meet the gaps identified through the special provision group review of SEND places, working closely with our capital/school organisation team and SEND.

Specialist inclusion Service development – leading the development of our support services to support schools with behaviour, mental health support, and children at risk of poor/non-school attendance or exclusion

School Improvement - working with Local Authority representatives and schools' teams to support the school improvement agenda e.g., Schools Causing Concern conversations, commissioning Challenge Education and family of school's developments with schools.

The current Family of Schools in Walsall are



The work of the special provision review group aims to improve current processes and reorganise current provision to support better outcomes for children and young people (CYP) with SEND in Walsall. The work within this action plan aims to offer short, medium and long-term solutions. The expectation is that this work encompasses all sectors; education, health and social care and is co-produced with CYP and families working to the '*better together*' principle.

The action plan is divided into clear themes that all interweave and have equal importance to the overall vision of improving outcomes for CYP with SEND:



Each of these key strands of work can be grouped into two themes - the protocols to support inclusive practice and the review of specialist settings.

Inclusive Practice:

The equity of inclusive practice across the Borough is the highest priority. This is essential for the whole the education sector from EYFS to Post 16 to ensure we are preparing our CYP adequately for adulthood. Much of this work will involve reinforcing the SEND Code of Practice (CoP) and establishing clear protocols, support, and pathways for all partners, including health and social care to support mainstream settings with the full inclusion of CYP with SEND. Working collaboratively with partners will allow greater opportunities to work in a more coordinated and efficient way.

Review of Specialist Settings:

Whilst our inclusive vision and legal presumption that all children including those with SEND have a right to mainstream education, we must ensure that children with significant and complex SEND have the opportunity to attend a specialist setting in a timely way. A review of current specialist places (special schools and resourced provisions) will focus on the immediate and future needs. An accurate picture of the data will enable provision to support the needs of CYP in the short, medium and long term. This will also include a full review of out of borough places that are used for SEND placements.

The current update with each of the key strands of work is as follows:

High Needs Funding:

- Plans to review the revised banding process within the next 12 months including moderation and review processes
- Explore funding options in Early Years and Post 16
- Explore joint commission with partners including Health where appropriate.

Specialist Inclusion Support Service (SISS):

- Review existing provision and commissioned services utilised by education settings.
- Explore options of a commissioned and traded services model or as a de-delegated service to supplement developments in specialist inclusion support services, through our specialist provisions. A de delegation request will be tabled at Schools Forum in October 2022.
- Evaluate current Hearing Impaired/ Visually Impaired (HI/VI) provision and assess whether multi-sensory provision could be developed as part of a wider outreach support offer.

Primary to Secondary Transition (Team around the Child)

- Established a primary to secondary transition 'Team Around the Child' (TAC) model as a pilot to support children with SEND in their transition from Year 6 to Year 7.
- Multi agency team led by Early Help focussed on 15 pupils from 10 primary schools transitioning to 2 secondary schools for September 2022. Education, Health and Social Care involved in project with positive transition arrangements for pupils, families and schools.
- Planning for wider TAC programme for September 2023 transitions

3.2 Pupil Place Requirement

An analysis of EHCPs over the last 3 years has indicated the need for additional specialist places above the existing commissioned places in our special schools and additional resource units in mainstream schools over the next five years.

Whilst the detailed long-term plan for places is being reviewed there was an immediate requirement from September 2022 for high-need Cognition and Learning and Autism places in primary and secondary schools. Further places for Social, Emotional & Mental Health (SEMH) places within secondary are also required. The specialist provision group has worked with head teachers and governing bodies, from both mainstream and special schools to find an appropriate solution for this immediate need; in the form of additional resourced hubs in mainstream schools, and increased commissioned numbers within current special schools. This has led to the creation of over 100 additional places to meet need.

Whilst the current need for 2022 is known and has been provided, analysis of the forecasted demand including requests for statutory assessments, types and level of need is ongoing to ensure sufficiency of provision for the longer term. This more detailed review will allow Walsall the opportunity to provide the

places required and ensure appropriate provision for all children moving forward in the most appropriate type of setting. A continual review of forecasted demands and places needed, as part of an annual sufficiency statement will ensure the needs for Walsall's pupils is kept under review.

3.3 Longer term needs

Interim solutions are being reviewed across the borough in all education settings to provide additional places to meet the current needs of the CYP in Walsall.

For the majority of CYP, a mainstream education would be the most appropriate provision, however where needs are more complex and significant, a specialist setting may be an option. Consideration of additional ways to support CYP with an EHCP to remain in mainstream provision is one of the key themes in the action plan.

Once numbers have been confirmed as part of the detailed analysis in terms of need and designation, there are areas where the additional place requirement could be created for Walsall pupils:

1) Expansions of existing provisions within the borough.

The School Organisation team has requested Integrated Facilities Management to commission work from an external architect company to undertake desktop feasibility studies. A baseline of existing capacity in each school has been established and options on how each school could be remodelled and expanded are being worked up that take account of existing site constraints e.g., ground problems/mineshafts, highway implications etc.

In addition, working with our corporate landlord team, existing corporate assets that are underutilised are being reviewed for consideration as satellite school expansion projects.

2) Review of capacity within mainstream settings that could accommodate and support additional SEND provision.

The School Organisation Team are currently reviewing all Net Capacity Assessments and floor plans for mainstream schools across the borough to establish a baseline of teaching spaces and any surplus areas in the schools. These assessments will be used to have informed conversations with schools about the opportunity and suitability for a SEND hub to be created within the school. This would be utilising existing space within a school where appropriate, for children with SEND requirements to attend the provision at a mainstream whilst being on the school roll of their appropriate SEND school provision.

3) Creation of a Free School.

Officers have pre-registered with the Department for Education (DfE) the Local Authority's intention to make an application for a new SEN Free School in the current application round which closes on Friday 21 October: <https://www.gov.uk/government/publications/special-free-school-applications/how-to-apply-to-set-up-a-special-free-school-for-local-authorities>

The application is likely to be heavily oversubscribed as a number of LAs have increasing demands for specialist provision places over the coming years.

The DfE have indicated that successful local authorities will be announced late 2022 to early 2023, following which competitions will then launch in the successful areas through the publication of local authority specifications and proposer guidance to find an operator to run the new free school.

The DfE current timeline indicates successful proposer applications will be announced and the project will enter the pre-opening stage in September 2023, following which a design, procurement and construction/remodelling period will follow before the new school can open.

3.4 Next Steps

Officers will continue to review the detailed analysis of forecasted demand for specialist places over the next five years together with options for delivery – through expansions and remodelling of existing provisions or other LA assets over the next few months with an aim to bring a further report on proposals to members of this committee.

4. Financial

The additional places and needs will form part of the SEND capital plan and utilisation of DfE grant funding for additional school places. This will be reported through the financial reports to scrutiny.

Commissioned places are funded from the High Needs Block of schools funding and growth funding has been built into the future modelling of this funding.

5. Decide

Scrutiny may decide to note the current position.

The committee may decide to ask that a further briefing on place planning be offered to members.

6. Respond

The committee may decide to request further information as pertains to individual planning area and school expansions.

7. Review

Continued development into the review of SEND place requirement across the borough to future proof SEND provision for Walsall will continue through the special provision group

Capital needs will be taken to Children's Capital board

Background Papers:

SEND Strategy Paper – Education Overview and Scrutiny Committee – February 2022

Author:

Rob Thomas, Head of Access – rob.thomas@walsall.gov.uk

Education Overview and Scrutiny Committee – Recommendation Tracker (22/23)

30 June 2022	Areas of Focus	A work program for the municipal year be produced and be circulated to members of the Committee.	Jack Thompson	Complete	6 September 2022	Sent to members of the Committee with agenda for the meeting on the 6 September 2022.
		The suggested items of 'teenage pregnancy' and 'overweight children' be referred to the Social Care and Health Overview and Scrutiny Committee	Jack Thompson	Complete	14 July 2022	Members of the Social Care and Health Overview and Scrutiny Committee agreed to put these items on the Committee work program.
06 September 2022	Areas of Focus	Items suggested; young people's homelessness and the finance Funding formula to be added to the areas of focus for future meetings.	Reena Farmah	Complete	30 September 2022	Areas of Focus updated to include items.
	School Attendance Bill and Children Not in School Bill	To share the SEND inspection report with Members.	Reena Farmah	Complete	30 September 2022	Circulated to Members via email.

Education Overview and Scrutiny Committee: Work programme 2022/23

Main agenda items	06/09/22	11/10/22	22/11/22	12/01/23	16/02/23	28/03/23
Theme: Children not in School						
School Attendance Bill and Children Not in School Bill	X					
Children not in school (attendance, exclusions, elective home education and children missing education)	X					
Fair access and FAP	X					
Vulnerable Learners Hub	X					
Theme: SEND						
OFSTED Inspection Outcome and actions inc EHCP		X				
Transitions		X				
SEND and Alternative Provision Green Paper		X				
Special School Provision Plan		X				
Theme: School Place and Capital Strategy						
School Place Planning: Capital strategy for schools inc Early Years sufficiency, Primary, Secondary, Post 16 and Special Schools (inc Black Country plan impact and Free School development)			X			
Budget Setting 2023/24			X			
Quarter 2 Financial Monitoring			X			
Theme: Outcomes and improvements						
Attainment and Improving Educational Outcomes				X		
Increasing the Number of Good and Outstanding Schools				X		
Schools White Paper and Education Improvement Area				X		
Childrens Strategic partnership and Walsall Learning Alliance (WR4C)				X		
Theme: Children not in School (Revisited)					X	
Theme: SEND (Revisited)						X

NB: The Outturn, Q1 and Q3 Finance reports to be by email circulation to the Committee.

Items to be scheduled:

Young people's homelessness

Finance funding formula.



FORWARD PLAN OF KEY DECISIONS

**Council House,
Lichfield Street,
Walsall, WS1 1TW**
www.walsall.gov.uk

5 September 2022

FORWARD PLAN

The forward plan sets out decisions that are termed as “key decisions” at least 28 calendar days before they are due to be taken by the Executive (Cabinet). Also included on the plan are other decisions to be taken by the Cabinet (“non-key decisions”). Preparation of the forward plan helps the Council to programme its work. The purpose of the forward plan is to give plenty of notice and an opportunity for consultation on the issues to be discussed. The plan is updated each month with the period of the plan being rolled forward by one month and republished. Copies of the plan can be obtained from Democratic Services, Walsall MBC, Council House, Walsall, WS1 1TW craig.goodall@walsall.gov.uk and can also be accessed from the Council’s website at www.walsall.gov.uk. The Cabinet is allowed to make urgent decisions which do not appear in the forward plan, however, a notice will be included on the agenda for the relevant Cabinet meeting which explains the reasons why.

Please note that the decision dates are indicative and are subject to change. Please contact the above addressee if you wish to check the date for a particular item.

The Cabinet agenda and reports are available for inspection by the public 7 days prior to the meeting of the Cabinet on the Council’s website. Background papers are listed on each report submitted to the Cabinet and members of the public are entitled to see these documents unless they are confidential. The report also contains the name and telephone number of a contact officer. These details can also be found in the forward plan.

Meetings of the Cabinet are open to the public. Occasionally there are items included on the agenda which are confidential and for those items the public will be asked to leave the meeting. The forward plan will show where this is intended and the reason why the reports are confidential. Enquiries regarding these reasons should be directed to Democratic Services (craig.goodall@walsall.gov.uk).

“Key decisions” are those decisions which have a significant effect within the community or which involve considerable expenditure or savings. With regard to key decisions the Council’s Constitution states:

- (1) A key decision is:
 - (i) any decision in relation to an executive function which results in the Council incurring expenditure which is, or the making of savings which are, significant, having regard to the Council’s budget for the service or function to which the decision relates or
 - (ii) any decision that is likely to have significant impact on two or more wards within the borough.
- (2) The threshold for “significant” expenditure/savings is £500,000.
- (3) A decision taker may only make a key decision in accordance with the requirements of the Executive Procedure Rules set out in Part 4 of this Constitution.

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**FORWARD PLAN OF KEY DECISIONS
OCTOBER 2022 TO JANUARY 2023 (05.09.22)**

1	2	3	4	5	6	7
Reference No./ Date first entered in Plan	Decision to be considered (to provide adequate details for those both in and outside the Council)	Decision maker	Background papers (if any) and Contact Officer	Main consultees	Contact Member (All Members can be written to at Civic Centre, Walsall)	Date item to be considered
110/22 (6.6.22)	Draft Revenue Budget and Draft Capital Programme 2023/24 to 2026/27: To provide an updated medium term financial outlook, draft revenue budget and capital programme for 2023/24 to 2026/27, including savings proposals, and to set out the process and timescales for setting a legally balanced budget for 2023/24.	Cabinet Non-key decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Public Internal Services	Cllr Bird	19 October 2022
111/22 (6.6.22)	Corporate Financial Performance 2022/23: To report the financial position based on 5 months to August 2022, including the impact of Covid-19.	Cabinet Non-key decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Public Internal Services	Cllr Bird	19 October 2022
127/22 (8.8.22)	Council Plan 2022/25: To note the Quarter 1 2022/23 (outturn) performance against the Markers of Success in the Council Plan 2022/25	Cabinet Non-key decision	Elizabeth Connolly (Elizabeth.Connolly@walsall.gov.uk) Policy & Strategy Unit (policyandstrategy@walsall.gov.uk)	Internal Services	Cllr Bird	19 October 2022

108/22 (6.6.22)	Town Deal: To report for consideration business cases for the Town Deal.	Cabinet Key Decision	Philippa Venables Philippa.Venables@walsall.gov.uk	Internal Services, Town Deal Board members	Cllr Andrew	19 October 2022
114/22 (4.7.22)	West Midlands Enhanced Partnership Scheme for Buses (Variation): To approve a revised scheme to improve bus travel in the West Midlands.	Cabinet Key Decision	Matt Crowton Matt.Crowton@walsall.gov.uk	Internal Services	Cllr Andrew	19 October 2022
107/22 (6.6.22)	Procurement of Corporate Landlord Strategic Partner: To seek approval to the appointment of a strategic partner to support the programme of capital schemes related to the council's property portfolio.	Cabinet Key Decision	Nick Ford Nick.Ford@walsall.gov.uk	Internal Services	Cllr Andrew	19 October 2022
116/22 (4.7.22)	Young person homelessness accommodation and support contract awards: To approve the contract awards for: <ol style="list-style-type: none"> 1) Dispersed temporary accommodation and intensive housing management 2) Supported lodgings, and Night Stop and Day Stop facility 	Cabinet Key Decision	Rashida Hussain Rashida.Hussain@walsall.gov.uk	Internal services, service users, external stakeholders	Cllr Ali Cllr Wilson	19 October 2022
128/22 (5.9.22)	Climate Change Action Plan: To provide an update on the Climate Change Action Plan and agree a new target.	Cabinet Key Decision	Dave Brown Dave.Brown@walsall.gov.uk Page 169 of 178	Internal Services	Cllr Flint	19 October 2022

113/22 (20.6.22)	Adult Social Care – Extension of contractual arrangements: To approve: 1) the extension of the interim contracts for Residential and Nursing Care Services for Older People, Complex Care and Mental Health Services from 1.4.23 to 31.3.24 with an option for a further 12 months should this be necessary. 2) the extension of the current contractual arrangements for Community Based Services from 1.4.23 to 31.3.24 with an option for a further 12 months should this be necessary.	Cabinet Key Decision	Grace Charles Grace.Charles@walsall.gov.uk	Internal Services	Cllr Pedley	19 October 2022
129/22 (5.9.22)	Update on Resilient Communities Safer Streets Programme To report back on Safer Streets activity and will recommend any adjustments/additions to the programme.	Cabinet Non-key Decision	Paul Gordon Paul.Gordon@walsall.gov.uk	Internal Services?	Cllr Perry	19 October 2022
109/22 (6.6.22)	Schools Mainstream Local Funding Formula 2023/24: To approve a full consultation with all schools for the Mainstream Local Funding Formula, to be used for the allocation of mainstream funding to schools in Walsall	Cabinet Key Decision	Schools Forum ESFA – Schools revenue funding operation guide Richard Walley Richard.Walley@walsall.gov.uk	Schools Forum Cabinet	Cllr M. Statham	19 October 2022

130/22 (6.9.22)	Sexual Health and 0-19 Contracts To approve the extension of the integrated sexual health service, contract delivered by Walsall Healthcare NHS Trust from 01 April 2023 to 31 March 2024; and To delegate authority to the Executive Director of Adult Social Care, Public Health and Hub in consultation with the Portfolio Holder for Health and Wellbeing to extend contracts on behalf of the Council and to subsequently authorise the variations to the contractual arrangements for the services should this be required at any time during the term, in line with Public Contract Regulations and the Council's Contract Rules to 31 March 2024.	Cabinet Key Decision	Tony Meadows Interim Director of Commissioning	Internal Services	Cllr Flint	19 October 2022
131/22 (6.9.22)	Community Based Services (Adult and Children's) and Complex Needs (Children's) To approve the extension of the two current framework agreements.	Cabinet Key decision	David DeMay David.Demay@walsall.gov.uk	Internal Services	Joint report Cllr Pedley and Cllr Wilson.	19 October 2022
121/22 (8.8.22)	Corporate Financial Performance 2022/23: To report the financial position based on 7 months to October 2022, including the impact of Covid-19.	Cabinet Non-key decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Internal Services	Cllr Bird	14 December 2022
122/22 (8.8.22)	Autumn Budget and Spending Review, and feedback from Overview and Scrutiny Committees on draft revenue and capital budget proposals, 2023/24 to 2026/27:	Cabinet Non-key decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk Page 171 of 178	Public Internal Services	Cllr Bird	14 December 2022

	To provide an update on the impact of the Autumn Budget and Spending Review on the medium term financial outlook, and to consider feedback from Overview and Scrutiny Committees on the draft revenue and capital budget.					
123/22 (8.8.22)	Treasury Management Mid Year Position Statement 2022/23: The council is required through regulations issued under the Local Government Act 2003 to produce a mid-year position statement reviewing treasury management activities and prudential and treasury indicator performance.	Cabinet Non-key decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Internal Services	Cllr Bird	14 December 2022
124/22 (8.8.22)	Schools Mainstream Local Funding Formula 2023/24: That Cabinet approves the Mainstream Local Funding Formula, to be used for the allocation of mainstream funding to schools in Walsall	Cabinet Key Decision	Walsall Schools Forum report December 2022 – Proposed Schools Local Funding Formula 2023/24 ESFA – Schools revenue funding operation guide Richard Walley Richard.Walley@walsall.gov.uk	Schools Forum Cabinet	Cllr M. Statham	14 December 2022
125/22 (8.8.22)	Housing First contract award: To approve the contract award enabling the continuation of flexible support to former rough sleepers housed through the Housing First initiative	Cabinet Key decision	Neil Hollyhead Neil.Hollyhead@walsall.gov.uk Page 172 of 178	Internal services, service users, external stakeholders	Cllr Ali	14 December 2022

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FORWARD PLAN OF KEY DECISIONS
OCTOBER 2022 TO JANUARY 2023 – ADDITIONAL ITEMS (20.09.22)

1	2	3	4	5	6	7
Reference No./ Date first entered in Plan	Decision to be considered (to provide adequate details for those both in and outside the Council)	Decision maker	Background papers (if any) and Contact Officer	Main consultees	Contact Member (All Members can be written to at Civic Centre, Walsall)	Date item to be considered
132/22 (20.09.22)	Black Country Plan Regulation 19: To approve consultation on Publication (Regulation 19) version of the Black Country Plan, and to delegate authority to submit the Publication Black Country Plan and any recommended minor modifications to the Secretary of State.	Council Key Decision	Neville Ball Neville.Ball@walsall.gov.uk Patrick Jervis Patrick.Jervis@walsall.gov.uk	Internal Services	Cllr Bird	19 October 2022
108/22 (6.6.22)	Town Deal: To report for consideration business cases for the Town Deal. <i>This will be a private session report containing commercially sensitive information.</i>	Cabinet Key Decision	Philippa Venables Philippa.Venables@walsall.gov.uk	Internal Services, Town Deal Board members	Cllr Andrew	19 October 2022
126/22 (8.8.22)	Strategic acquisition of a freehold heritage building in Walsall Town Centre: To seek approval to the freehold acquisition of a heritage property in Walsall Town Centre to support the preservation of the property.	Cabinet Key Decision	Nick Ford Nick.ford@walsall.gov.uk Bryte Legister – Bryte.Legister@walsall.gov.uk	Internal Services	Cllr Andrew	19 October 2022

	<i>This will be a private session report containing commercially sensitive information.</i>					
133/22 (20.09.22)	<p>Waste Management Strategy – Waste Transfer Station (WTS) and Household Waste Recycling Centres (HWRC):</p> <p>To seek approval for the pre-tender budget and amendment of the Capital Programme, to provide a new waste transfer station (WTS) and household waste recycling centre (HWRC).</p> <p><i>This will be a private session report containing commercially sensitive information.</i></p>	Cabinet Key Decision	<p>Stephen Johnson</p> <p>Stephen.Johnson@walsall.gov.uk</p>	Internal Services	Cllr Andrew	19 October 2022

Black Country Executive Joint Committee
Forward Plan of Key Decisions Published up to January 2023

<u>Date created</u>	<u>Key Decision</u>	<u>Contact Officer</u>	<u>Main Consultee</u>	<u>Date of meeting</u>
09/05/2022	Future working arrangements of the Black Country Executive Joint Committee Consider the future working arrangements in light of the receipt of Government correspondence dated 31 March 2022: Integrating Local Enterprise Partnerships into local democratic institutions.	Sarah Middleton Sarah.Middleton@blackcountryconsortium.co.uk	Dudley MBC Sandwell MBC Walsall MBC City of Wolverhampton Council	19/10/2022
Black Country Enterprise Zone (EZ)				
06/06/2022	Governance Principles: Enterprise Zones Approval of the amended Supplemental Deed of <i>Governance Principles: Enterprise Zones</i> , relating to the Black Country Executive Joint Committee Collaboration Agreement.	Simon Neilson Simon.neilson@walsall.gov.uk	Walsall Council	19/10/2022
Land and Property Investment Fund (LPIF)				
25/08/2022	Swan Lane West Bromwich Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to enter into a Grant Agreement with Green Square Accord Ltd for £3.2m, to deliver the Land and Property Investment Fund (LPIF), funded elements of the Swan Lane West Bromwich project	Tony McGovern Tony.McGovern@sandwell.gov.uk	Sandwell Council	19/10/2022

Black Country Executive Joint Committee
Forward Plan of Key Decisions Published up to January 2023

<u>Date created</u>	<u>Key Decision</u>	<u>Contact Officer</u>	<u>Main Consultee</u>	<u>Date of meeting</u>
	with delivery to commence in the 2022/23 financial year.			
Local Growth Fund (LGF)				
25/08/2022	<p>Mill Lane Bridge GRIP 3 Study & Aldridge Line Aqueduct GRIP 3 Study</p> <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Walsall Council, to deliver the Local Growth Fund (LGF) funded elements of the Mill Lane Bridge GRIP 3 Study & Aldridge Line Aqueduct GRIP 3 Study project.</p> <p>Note that change request relates to a change in match funding.</p>	<p>Simon Neilson Simon.neilson@walsall.gov.uk</p>	Walsall Council	19/10/2022
Local Growth Fund (LGF) Programme changes				
06/04/2021	<p>Dudley Advanced Construction Centre</p> <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Dudley College, to deliver the Local Growth Fund (LGF) funded elements of the Dudley Advanced Construction Centre project with delivery to continue in the 2022/23 financial year.</p>	<p>Helen Martin Helen.Martin@dudley.gov.uk</p>	Dudley Council	01/02/2023

Black Country Executive Joint Committee
Forward Plan of Key Decisions Published up to January 2023

<u>Date created</u>	<u>Key Decision</u>	<u>Contact Officer</u>	<u>Main Consultee</u>	<u>Date of meeting</u>
	Note that change request relates to a change in outputs.			
06/09/2021	<p>Elite Centre for Manufacturing Skills</p> <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with the University of Wolverhampton, to deliver the Local Growth Fund (LGF) funded elements of the Elite Centre for Manufacturing Skills (ECMS) project with delivery to continue in the 2022/23 financial year.</p> <p>Note that change request relates to a change in outputs.</p>	<p>Richard Lawrence</p> <p>Richard.Lawrence@wolverhampton.gov.uk</p>	<p>Wolverhampton City Council</p>	01/02/2023