

3rd October, 2023

SEND Developments Including EHC Systems - Report

Ward(s): ALL

Portfolios: Education and Skills - Councillor Mark Statham

1. Aim

This report will provide an overview of the developments and achievements by the SEND Service (Special Educational Needs) during the 2022/23 academic year.

2. Recommendations

For the committee to note the impact of the work carried out by the SEND Service including the developments within EHC (Education Health and Care) Systems.

3. Report detail – know

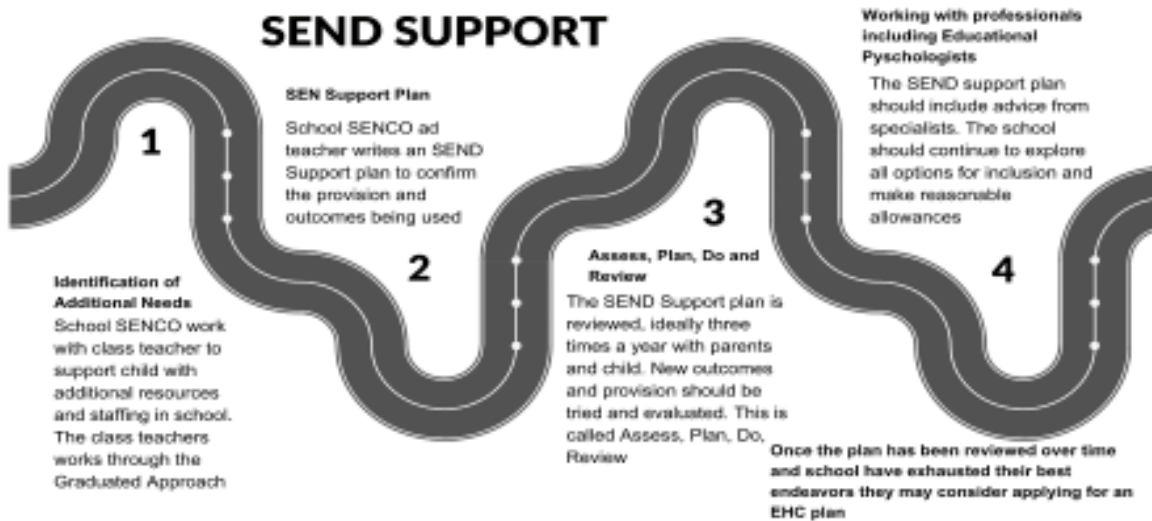
3.1 Information to know and understand regarding SEND and EHC plans.

SEND (Special Educational Needs and Disabilities) and EHC (Education, Health, and Care) plans are systems in the United Kingdom that provide support and assistance to children and young people with special educational needs and disabilities. The SEND system is designed to identify and support children and young people with special educational needs and disabilities from birth to the age of 25. Special educational needs (SEN) refer to learning difficulties or disabilities that may require additional support beyond what is typically provided in mainstream education. The legal framework around SEND is the Code of Practice 2015. This document confirms all statutory and best practice. There are two stages of identification within the SEND System.

Stage 1 SEND Support

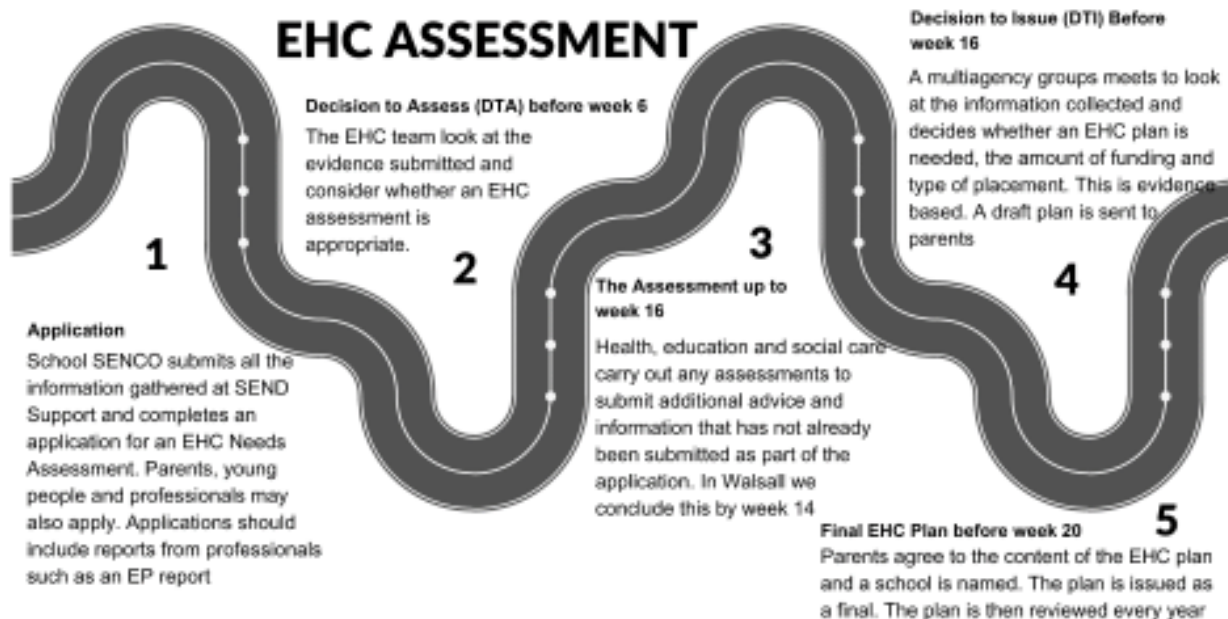
SEND support in schools is a vital system designed to cater for all additional needs of children with special educational needs and disabilities. It begins with the identification and assessment of students requiring additional assistance, followed by the creation of individualised SEND support plans. These plans outline the extra resources, teaching methods and additional support necessary to help children succeed in their education. Inclusive education is a fundamental principle, promoting the inclusion of children with SEND in mainstream classrooms whenever possible, fostering interaction and learning alongside their peers. SENCOs (Special Educational Needs Coordinators) must hold regular reviews, collaborate with parents and specialists, adhere to legal frameworks, and implement transition planning to ensure that each child's unique needs are met. Schools must implement a 'graduated approach' which, depending on needs, ensures support is increased progressively. This can not be bypassed. All children

must go through cycles of the graduated approach before a recognition of higher needs. Diagnosis and labels do not confirm provision required and are not a indicator or prerequisite to moving onto higher levels. There must always be an emphasis on inclusive education, aiming to include children with SEN in their local mainstream schools whenever possible.



Stage 2 EHC (Education, Health, and Care) System

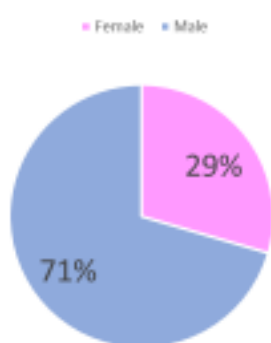
The EHC system is a legal framework that provides more comprehensive support for children and young people with complex or severe special educational needs and disabilities. EHC plans are for individuals who require additional help beyond what is available through the SEND Support system. Children's needs are met through an EHC plan which is a legally binding document that outlines how the child or young person's educational, health, and social care needs will be met. There is a twenty-week coordinated assessment process which involves educational, health, and social care professionals, as well as parents or caregivers and the child or young person. During the assessment, there is a legal duty for everyone involved to work together to understand the needs, outcomes, and provision. This is a combined duty and does not rest solely on the EHC team. It is the EHC team's duty to collate the information provided from the assessments to draft an EHC plan and find a suitable placement. The EHC plan must focus on the child or young person's goals and aspirations, with an emphasis on achieving positive outcomes and preparing for adulthood. The statutory assessment is an evidence based system and decisions can only be made on information and advice supplied. Every year the EHC plan is reviewed under the Annual review process. This is used to monitor progress and update the EHC plan as needed.



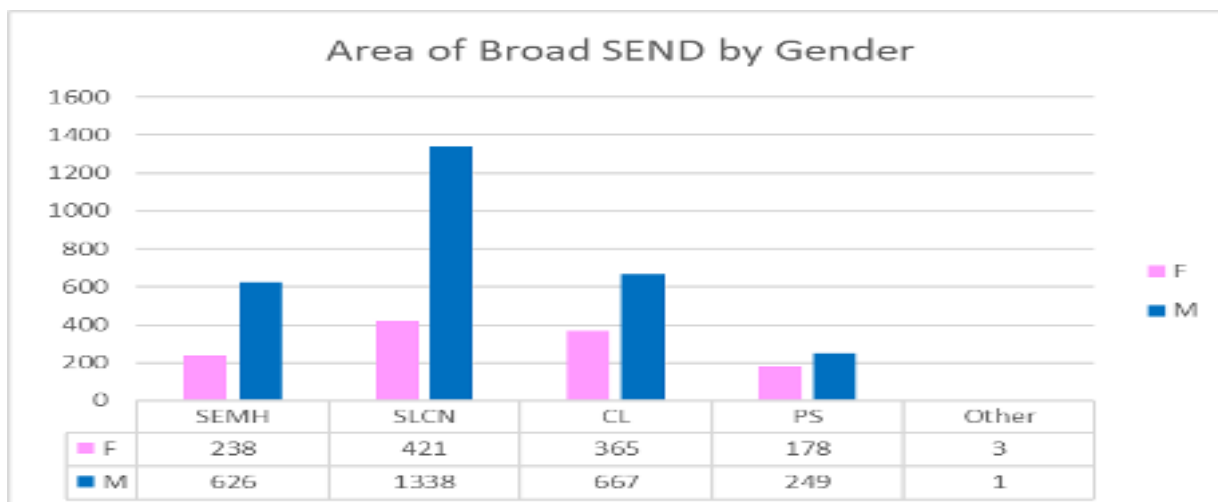
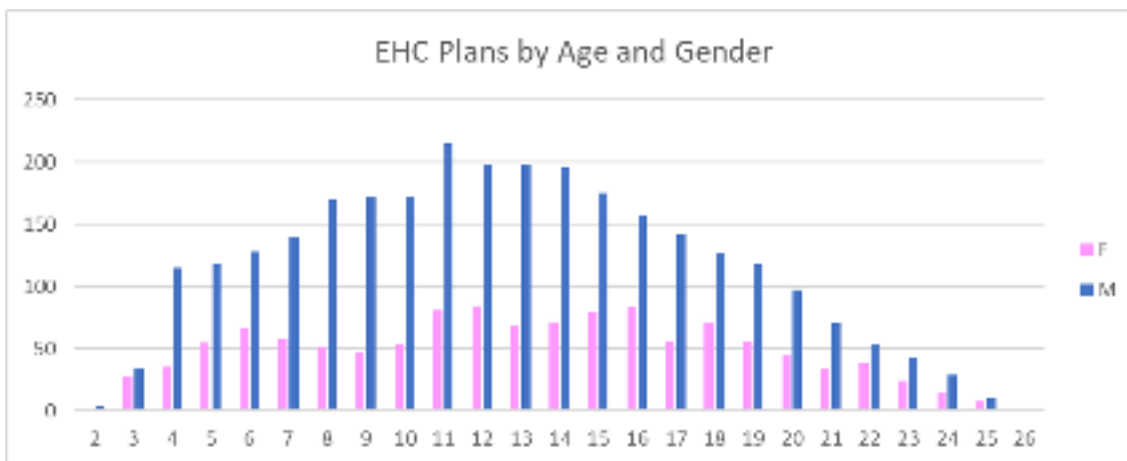
In summary, the SEND system is a broader framework for identifying and supporting children and young people with special educational needs and disabilities, while the EHC system is a more specific and intensive support mechanism for those with complex needs. Both systems should work seamlessly to ensure that every child and young person has access to the appropriate level of education and support that they need to reach their full potential.

3.2 What do we know about SEND in Walsall Children with an EHC Plan in Walsall

EHC plans in Walsall by Gender



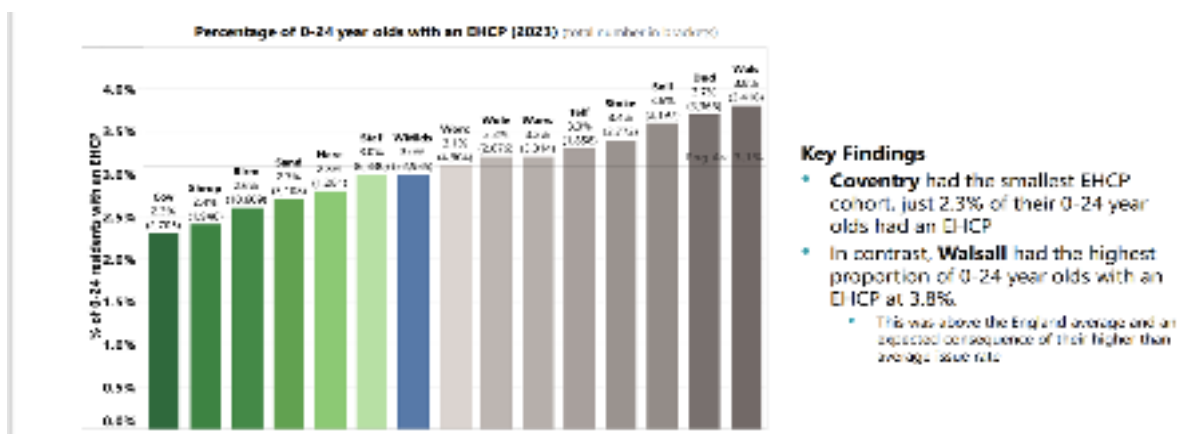
As of August 2023, there are 4086 children and young people with an EHC plan. 71% of EHC plans are allocated to boys and 29% to girls. 11-year-old boys are the highest group with an EHC plan.



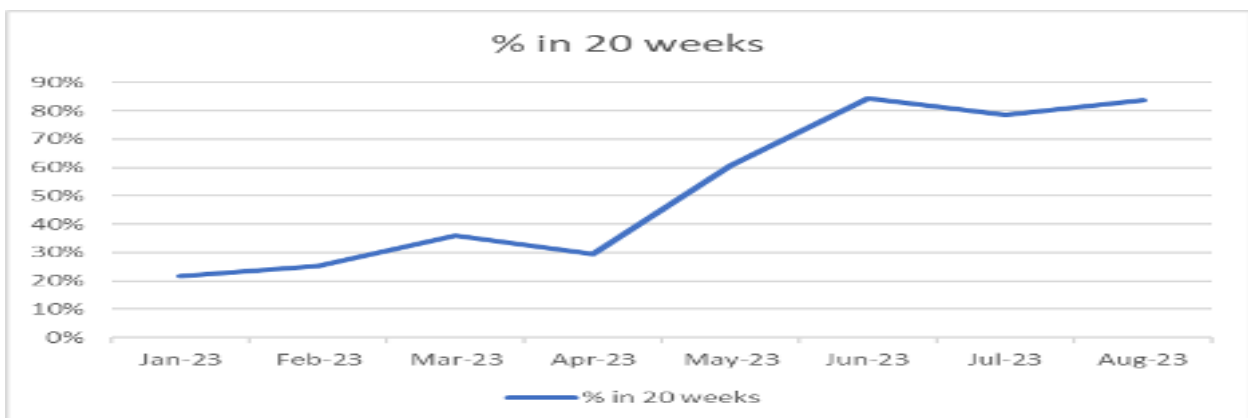
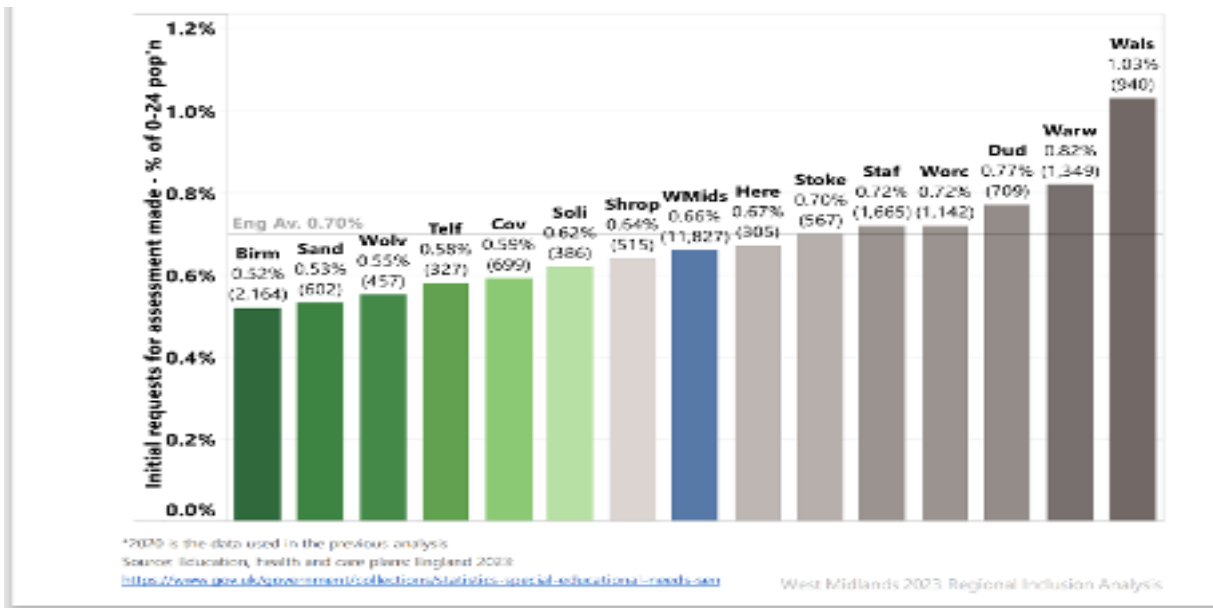
The most common types of difficulties in boys and girls are Speech, Language, and Communication Needs (SLCN) (this includes autism) followed by Cognition and Learning (CL) (Social, Emotional and Mental Health (SEMH) Physical and Sensory (PS) are the other 2 broad areas of SEND)

Walsall has the highest proportion of EHC plans regionally and above national average, however as of August 2023 the national average has increased to 4.3%.

EHC Requests



Walsall has, by far, the highest regional request rate at around one in every hundred of 0 to 24 year olds. This has doubled from 0.50% in 2020. Requests for statutory assessments have continued to grow year on year. In 2021 there were 647 requests, in 2022, there were 940. To date in 2023, there have already been 855 requests with an average of 106 per month. In 2022, the average requests per month was 78. This year, this has increased to 122 requests per month. Most requests come from schools for children between three and four years, with a further spike in requests for children aged 10 and 11 years. These align with key transition points in primary education. The majority of requests come from schools.



EHC Timeliness

In September 2022, there were 560 open cases, with 282 being out of time and over twenty weeks. In August 2023, there were 444 open statutory assessments in the pathway, with only 31 of these being out of time. This is a significant improvement and reflects the improvement plan which was implemented in 2022. Our timeliness has improved considerably. In January 2023, only 22% of assessments were completed in time. This has steadily risen throughout 2023 as the improvement project has continued to be successful. In August 2023, 84% of plans were completed in time. The national average currently stands at 49.1%. Walsall EHC team have remained consistently above national average since May

2023. Most of the issues with timeliness relate to finding school places and securing EP reports. Both of these are a national issue and impact all local authorities.

3.3 Where we were (2021)

Following the SEND reinspection in July 2022, Walsall successfully removed seven out of the originally identified nine areas of weakness leaving two areas for improvement. These focus on Education Health and Care Plans (EHCP) and the Local Offer (a central area that brings together relevant information and advice for parents and young people with SEND) and are managed on a government approved plan known as the Accelerated Progress Plan (APP). Following the reinspection, the SEND service recognised that the EHC team was highly dependent on a high level of interim staff, which resulted in high staff mobility and inconsistencies in skills and knowledge around the SEND legislation. The high staff turnover led to a lack of clarity around statutory duties and expectations in service delivery. Families did not have an allocated case worker which made communicating with the team confusing and responsibilities and tasks were unclear.

At the time, EHC plans were drafted using an online tool called the EHC Hub, but as this was an automated process, the plans often lacked individuality and personalisation. The quality of the EHC plans was inconsistent. It was recognised that there was a lack of clarity about how decisions should be made and often decisions lacked transparency and equitability. Statutory timescales were missed due to a lack of clarity around the timescales and response time to complete and issue a final EHC plan. There were bottle necks in the system which created backlogs in assessment and review of EHC plans. Schools commonly did not send paperwork in time and misunderstood the statutory SEND system.

3.4 Where we are now – Our Key Achievements

Recruitment and retention strategy for the SEND Service including EHC team and EP team

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

Implementing a strong senior management team who are experienced and able to confidently lead the service.

The SEND Service Management team is also fully permanent with the promotion of four existing staff to Senior Locality Leads and the recruitment of a permanent EHC team manager. All the team took part in a specialist training course regarding SEND law and legislation called IPSEA level 1 (Independent Provider of Special

Education Advice). The senior team are completing the NASEN (National Association of Special Educational Needs) casework officer award which is a nationally recognised qualification. More experienced members of the team are also completing the Level 3 IPSEA law training.

Building a permanent team with clear values and systems who are supported with quality training.

We have introduced a strong and robust induction framework for all staff, including a training schedule and step by step introduction into the roles. All the team have completed the Council for Disabled Children (CDC) E-Learning modules on SEND Awareness level 1 and 2 as part of their induction. We have written a Walsall specific EHC Officers handbook and introduced a Virtual Training Room on Teams where all key documents are stored. We have ensured a strong support network for all staff which has led to a strong, secure and robust team with high moral. The principal Educational Psychologist and EP (educational psychology) team began their recruitment and were able to recruit two senior EP's and further EP assistants. This is against a national backdrop of EP recruitment difficulties.

The Designation Medical Officer (DMO) is a critical stakeholder in the service and leads operational and steering groups. The SEND Service and DMO work in a close network with daily contact. Developments have been made in health to recruit additional staff to support the effectiveness of the Health gateway

Clearing the backlog of EHC assessments and improving statutory timeliness but removing bottlenecks to the pathway.

There has been much improvement with the EHC assessment systems which has led to the backlog being cleared. In November 2022, there were 313 cases outside of 20 weeks in a backlog, however in August 2023 there are 33 cases. All of which are below 24 weeks and are because of difficulty securing placements and delays in professional reports. The service now works to pre-emptive self-imposed deadlines which ensures that most decisions and actions are completed well before the statutory time frame. This has removed all the historic bottlenecks. The team have implemented temporary solutions to succinct decision making.

Partnership working with health colleagues and timely quality health advices into EHC plans.

Although EHC Plans are no longer drafted on the Hub, the programme is still useful in terms of case management and as a central coordination point for education psychology, health and social care advice. Health professionals meet weekly to discuss individual applications and triage most appropriate and relevant advice for EHC. Data is kept on a database and monitored by the DMO to track requests and monitor health advice. The Health gateway panel meets every Friday with representatives from therapies, Community Paediatrics and school health and health visiting. In January, Health advice on average were returned 86% within 6 weeks. This is a significant improvement from January 2022, when health advice was returned at less than 14% in time. The Health Gateway has been hailed as a huge success and Walsall's DMO trains our regional partners on how to implement similar systems.

We have a range of groups which help strategic planning and working and ensure improvements are being driven forward and support with timeliness. Our

Operational Partnership Group is attended by key leads from health, EHC, education, families, social care and early help. These meetings explore and unblock operational barriers. The Coproduction and Strategic Workshops look to future practice and ensure ongoing development and implementation of longer term ideas.

Increased personalisation and quality assurance of EHC plans through the new plan template.

We coproduced a new template of the EHC plan with parents. All EHC new plans are written on this template which has been received positively and this has led to greater personalisation and quality.

All the EHC team have completed Good Quality Plan Training and work to agreed standards and expectations within our Quality Assurance Framework and Exemplar EHC plan. Guidance for quality Social Care and Health Care guides have been published and all health staff completed the CDC EHC plan training. The Health Gateway currently assure all advices and funding before they come to the EHC team.

We have established a Quality Assurance Framework which ensures plans are dip sampled each month and feedback and development given where necessary.

Genuine coproduction and engagement with a wide range of families and young people.

We have worked hard to improve our relationships with families and young people, recognising that this was a key area which would support and strengthen future work. This work has been recognised as outstanding by the Department of Education. We held a large coproduction day which was widely attended and resulted in all stakeholders now having an understanding of the importance of genuine coproduction. We have held regular smaller coproduction meetings and ensured that parents are seen as strategic partners in all groups. Our second Coproduction Conference is booked for the 5th October. All forms, documents and information are fully co-produced from the outset including our new EHC plan and paperwork. Young people groups have been established who also regularly support the service with feedback and design. Some young people recently took part in interviewing for the new EHC team manager. Regular 'you said we did' sessions and breakfast meetings with parents have ensured concerns are recognised and acted on. From being a significant concern, our joint working is now a strength, and we continue to ensure this is at the heart of our vision and aims.

We have improved our communication by ensuring updates and information are disseminated to schools and families through multiple channels, including a termly newsletter, a SENCO mailing list, a SENCO teams area, and a Schools Bulletin and Internal Weekly Directors Briefing.

Vulnerable Children and Young People

Although all children and young people with an EHC plan have a higher level of vulnerability, we recognise there are groups of children, due to family circumstances or context places them at higher risk. These children are managed within a specialised area within the EHC team. There is a dedicated Senior Lead

and three EHC officers. This team is targeted for future staffing growth in 2024. The team focus on outcomes and provision for children and young people who have an EHC plan and who have one of more of the additional identifiers of vulnerability:

- Recognised as Child Protection (CP), Child in Need (CIN) or Looked After to Walsall (LAC)
- Low to no attendance (below 55%) /child missing education (CME)
- Children missing from education. (CMFE)
- Have two or more permanent exclusions.
- Electively Home Educated (EHE)
- Know to the Youth Offending Service (YOT)
- Young People Not in Education or Training (NEET)

Specific EHC officers ensure that these children and young people are supported to achieve the outcomes and that provision and placements are secure. They attend annual reviews and support families to plan ahead for key transitions. This is a new team within the EHC service and is establishing links with the Access Service and Virtual School. It is strengthening knowledge and understanding around these children and is a key focus for 2023 to 2024.

In addition, all children with an EHC plan have a vulnerability score which is produced from a range of council data. This allows us to monitor and review all children to ensure that they are being supported appropriately.

Decision Making

The Decision-Making Group for Education Health and Care Plans (EHCPs) was created to serve a crucial purpose in our commitment to ensure the right support for children and young people with special educational needs and disabilities. The first group went ahead on the 6th September. The group is formed with the managers of the service, the Educational Psychology team members and for Children in Care the Head of the virtual School. Cases are presented by Family Liaison Officers and the evidence is considered and discussed to decide whether the application meets the threshold required for a positive outcome.

The Decision-Making Group make decisions on:

1. Decision to issue EHCP's (DTI)
2. Change of educational placement.
3. Requests for additional funding or large personal budget requests.

The group meets on a Wednesday morning and a separate group runs on a Monday to discuss decisions for Children in Care. The group is necessary to ensure that the Local Authority are making robust and consistent decisions that are lawful and in the best interests of the child or young person.

Regular reports will be provided to the SEND leadership team, contain case summaries, details of EHCP-related decisions, and insights into emerging trends and challenges. In our commitment to continuous improvement, the Decision-Making Group will undergo regular review to ensure the continued relevance and effectiveness of our decision-making processes.

Early Years (0 to 5 years) Special Educational Needs (EYSEND)

The Early Years Advisory Team consists of three Early Years teachers and three Early Years Learning Support practitioners. Their role is to ensure the best possible start in education for all children in our community. Over the last academic year there have been some key developments for early years providers.

The Early Years Assessment Toolkit was launched in February this year and has quickly proven instrumental in assisting practitioners and settings with assessing children's needs or potential needs. This toolkit is essential in adopting a graduated approach to support children and is a mandatory assessment when requesting the assistance of our dedicated Early Years SEND teachers or when seeking additional funding.

Our commitment to reviewing Early Years High Needs Funding is ongoing, with the implementation of an interim funding system focused on Early Years Inclusion. Notably, requests for High Needs funding are now exclusive to children being considered for an EHCP assessment. We are actively collaborating with Early Years Headteachers to develop a more effective funding system to ensure timely and appropriate support for children in need.

SEND Support - The Graduated Approach

The Inclusion Development Lead (IDL) was appointed at the end of March 2023 and has created an up-to-date setting-based SENCO / Inclusion Lead database. The IDL continues to establish and develop relationships with our educational partners across all phases. An Inclusion Steering Group was established in February 2023. This group consists of 16 SENCOs from a range of educational settings across the borough. This is an established and effective working group who support Walsall's programme of improvement and assist in the co-production of the Early Inclusion Framework. The Inclusion Steering Group meet every 4 weeks during term time. Further updates and communication take place regularly via a designated TEAMS Page.

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

The Early Inclusion Framework current consists of:

1. The Baseline Provision Audit. This audit provides an opportunity for shared professional learning and development. It supports the SEN/Inclusion Team to understand the challenges facing local schools regarding meeting the needs of children and young people with SEND. This process helps to identify best practice and areas where schools may require additional, SEN based support, tools or training.
2. Ordinarily Available Provision Guidance. This is the provision that the local authority expects to be made available for children and young people with special educational needs and/or disabilities in early years settings, schools and colleges. However, the provision and strategies outlined is undoubtedly of benefit to all learners. The guidance is linked to the 4 areas of SEND and provides a list of possible strategies for Children and Young People with

emerging and increasing needs. Professionals can use this guidance to consider different approaches to create a more personalised plan as part of a Graduated Approach (Assess, Plan, Do, Review) which increases in intensity in line with need. Aspects from this guidance can be used to form key strategies within an SEN Support Plan and supports practitioners with ideas that could be useful for tracking and recording progress and outcomes for specific Children and Young People.

3. SEN Profile of Need Guidance. This guidance has been designed to give a clearer understanding of a child or young person's individual needs and will be used as a profiling tool. The guidance gives a general indication of the level of provision that may be required.
4. Walsall SEN Support Plan. The Walsall SEN Support Plan should identify how the delegated budget and access to services through the Local Offer can be made to support a child/young person, as well as how a range of professionals are offering support. Although the Walsall SEN Support Plan is not a statutory document, it is the document which educational settings (including Pre-5 and Post-16 settings) will be encouraged to use to request a statutory needs assessment.
5. High-Quality Teaching Audit. The aim of the High-Quality Teaching Audit is to provide a framework through which settings can continue to focus on driving improvements in the consistency of teachers' skills and confidence and to incrementally grow an inclusive offer of high-quality teaching for learners with SEND that is ordinarily available in the day-to-day context of the classroom. The High-Quality Teaching Audit aims to support schools and settings to use their best endeavours to evaluate, build and enhance their provision for all learners with SEND and to establish consistency of good practice.
6. Termly SENCO Forums. From July 2023, SENCO Forums will be held on a Termly basis to provide a valuable opportunity for SENCOs and Inclusion Leads to connect and share good practice, seek peer support, undertake training and receive key updates from the SEN/Inclusion Team.
7. SENCO Forum TEAMS Page. The SENCO Forum Teams Page provides a valuable opportunity for SENCOs and Inclusion Leads to connect and share good practice, seek peer support, receive key updates and gain access to Early Inclusion Framework tools, resources and training.
8. SENCO Triad Programme. Using information gained from the Baseline Provision Audit, SENCOs will be assigned to a triad working group. This will enable schools to work more collaboratively (peer to peer) to develop and grow inclusive practice and improve the consistency of provision for all children and young people with SEND.
9. A review of the EHC Plan Annual Review process and associated documentation has recently been completed and the guidance has been updated to include several actionable checklists that help guide and support SENCOs and Inclusion Leads through this process. A pre-recorded training video is also available to support.

Accelerated Progress Plan

Following on from the reinspection in July 2022, Walsall were required to draft an Accelerated Progress Plan (APP) in order to meet the final two areas of concern. The APP is monitored bimonthly on an informal basis and formally every six months. The visits are in person with the Department for Education and are attended by key leads within Walsall as well as by the Parent Carer Forum. We

have received excellent feedback on the developments we have made whilst under the APP. Our recognised strengths and achievements are

- Recruitment and retention strategy for the EHC team, building a permanent team with clear values and systems who are supported with quality training.
- Implementing a strong senior management team who are experienced and able to confidently lead the service.
- Genuine coproduction and engagement with a wide range of families and young people.
- Increased personalisation and quality of EHC plans through the new plan template
- Clearing the backlog of EHC assessments and improving statutory timeliness but removing bottlenecks to the pathway.
- Partnership working with health colleagues and timely quality health advices into EHC plans.

As well as confirming our strengths, the mid-way formal monitoring visit in April 2023 identified important areas that require an increased focus and strategic actions in the next six months. These aligned within our own review of developments. Our focus areas are as identified in the APP:

- Development of the Local Offer including the website and content
- Routine operational implementation of the EHCP QA framework including an approach to Pupil Tracking Meetings.
- EHC Dashboards and reporting methods.
- Working with social care to mirror the health EHCP panel/ gateway and ensure quality and timely advice.
- Introduction of the Inclusion Agenda across all schools to upskill SENCOs and schools
- A recruitment and retention drive combined with new approaches to statutory work for the educational psychologist team which will allow us to move away from the Locum Based Model
- Introducing a pre-emptive and carefully planned approach to transitions
- Remove Annual review backlog and introduce systems which ensure a timely response
- Ensure all children and young people having a quality and personalised plan on the new template.

Improvements against these are currently being monitored and reviewed within our SEND Operational Partnership Groups and fortnightly APP focus sessions.

3.5 What we plan to do – our future actions

SEND Area Inspection Readiness

The SEND Service is moving into a SEND Area Inspection Development phase in anticipation of the inspection, potentially in the spring of 2024, however it can be any time. We have written a SEND Inspection Handbook and are completing an Inspection Action Plan. This will identify key leads and tasks. We are in the process of updating our SEND Strategy and are developing a new SEND Self Evaluation Framework which will be coproduced and designed on the Coproduction

Conference on October 5th 2023. SEND Inspection meetings are planned throughout the autumn term.

Training and Development

The EHC has a fully permanent substantive staffing structure who are in the process of being assigned to families as a direct contact. We are one of very few local authorities that has achieved this as many areas still rely heavily on interim agency workers. Their induction and ongoing training will include focuses on drafting EHC plan, Statutory Assessments, SEND Law and Annual reviews. The team will continue IPSEA training throughout 2024

An EHC handbook and virtual training room were launched in September 2023. This will be monitored and developed to ensure consistency in training and induction processes.

The EHC team are working on their communication including email systems. Emails to the FLOs will move to a locality mailbox from Sept. This is a shared inbox and can be monitored by all working within the locality. This means that the mailbox will be monitored even when staff are absent or on leave. Communications will be with the locality team rather than an individual

SEN Support

The SEN Support Quality Assurance Framework will include an audit system which will evaluate how effectively school and setting based SEN Support processes and procedures are being implemented and evidenced. It will be available to all schools and settings from January 2024. We are beginning to work with Early Help teams to put the Early Help pathway within the graduated approach. This will make the assessments more detailed and link up professionals at an earlier stage.

Annual Reviews

The Annual Review Clearance project started in September 2023. This includes a weekly meeting to identify individual children who require actions and tasks called the 'Weekly Orders'. EHC officer training is planned for October which focuses on annual reviews. This includes clarity about timelines, the legislation, what their role and what decisions can be made.

The inclusion framework in Walsall which was launched in the summer term on 2022-23 includes a focus on annual reviews. The relaunch of the expectations of paperwork and statutory timelines is the early stages of implementation. This will support schools with access to a dedicated teams area and inclusion email address regarding annual reviews. Schools are being alerted to which annual reviews are due and when they will be required to submit their paperwork. The EHC team are completing online learning modules on Annual Reviews. This is the first term when the EHC Annual Review team has been fully staffed with permanent officers. This will support parents and schools with a named officer.

Quality Assurance and EHC Plan

We are working through our quality assurance system which focuses on statutory requirements of an EHC plan. We are introducing quality assurance frameworks for social care and health advice. All children will move to a new plan template at the point of their annual review. All children who have been through statutory assessment since June 2022 have already received a new EHC plan. We have

recently implemented a Multiagency Quality and Compliance Group which looks at the dip sampling from the Quality Assurance agenda and also consider any decisions that require multiagency funding. This group will also complete the Pupil Tracking and look at the quality of advices.

Coproduction and Cross team working

Our new dedicated Vulnerable Link officer will continue to work with families who have been excluded or are without provision. This will include fostering strong links with providers of alternative education and ensure every child has a named officer. This role is a crucial one and we will develop knowledge and information as the role is monitored and reviewed.

Our second coproduction conference is planned for October 2023. This will ensure the SEND strategy and Self Evaluation Framework are fully coproduced.

The Designated Medical Officer (DMO) is committed to working with social care professionals to develop the Designated Social Care Officer (DSCO). This will strengthen social care contributions and working within the EHC pathway.

Our new Local Offer will be ready to go live in November 2023. Work is underway to ensure the content is reviewed, renewed and is relevant. The Local Officer and EHC team manager are continuing to work with harder to reach families to ensure the voices within the system are diverse and are representative of the many cultures within Walsall.

4. *Financial information*

There are no financial factors to consider in regard to this report.

5. *Reducing Inequalities*

Reducing inequalities for children with Special Educational Needs and Disabilities (SEND) and an Education, Health, and Care (EHC) plan is an essential commitment in inclusive education. It involves providing tailored support, resources, and opportunities to ensure that every child, regardless of their individual needs, has equitable access to a high-quality education. By prioritising early identification and intervention, fostering a supportive and inclusive learning environment, and promoting collaboration between educators, specialists, parents, and carers, we can help level the playing field for children with SEND. Reducing inequalities for these children is not only a legal and moral obligation but also an investment in their future, empowering them to reach their full potential and contribute meaningfully to society.

6. *Decide*

6.1 The committee may decide to request further information on the education outcomes of children with a social worker.

7. *Respond*

7.1 Any recommendations made by the committee will be responded to by the appropriate service area.

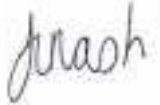
8. Review

8.1 The actions and outcomes within this report are monitored by Access & Inclusion SMT and Children's Services DMT and through a monthly performance board.

Background papers

- APP Update August 2023

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