

SEND and Inclusion Strategy - Action Plan

Improvement Item	Tasks	End Dates	Measures of Success	RAG
WHAT is the problem that you are trying to solve and how does this impact upon Children in West Sussex?	HOW are you going to solve it?	WHEN will the work finish?	MEASURES of SUCCESS...baseline your starting position, demonstrate and evidence your journey to improvement(s) and the difference made to Children in West Sussex	
1. There is a growing view that EHCPs are the only way to meet needs which drives request for EHCPs. This leads schools and practitioners to feel they cannot impact change without making a request for an EHCP.	Get the message(s) 'out there' about what is available at SEN Support (Ordinarily Available Inclusive Provision) and graduated approach. Allocate time to do this. Importance of language and changing the narrative. 'Right support at the right time' (Re-) fresh guidance/message to schools, parents, other agencies. Guidance on what EHCP can provide. Feedback to schools about examples of good/poor inclusive practice.	November 2022 (initial messages) July 2023 (impact review)	<p>OAIP and graduated approach info is available at info points through range of media.</p> <p>Language used is more positive.</p> <p>Requests for EHCNA come through only after OAIP/grad approach (i.e. getting the right ones through and managing expectations).</p> <p>People are engaged with the right support at the right time.</p>	
	Health: Attend Health forums to encourage different thinking.	December 2022		
	PCF: Engage parent support groups to	December 2022		

	share these messages.			
	<p>OAIP training for Early Years:</p> <p>Funding from WS so that all EY training is free to EY settings.</p> <p>EYCA's follow up in their termly conversations to embed practice.</p>	December 2022 then on-going		
	<p>OAIP training for Early Help Dedicated school teams this is followed up in termly conversations with schools.</p>	tbc		
	<p>OIAIP training for Social workers.</p>	December 2022		
	<p>Promote the Inclusion framework with schools, inform and equip schools to implement graduated response and give positive, appropriate messages to parents/carers.</p>	Summer 2023		
	<p>Robust training for school staff, including resilience.</p>	July 2023		
	<p>Develop positive relationships between primary and secondary schools.</p>		Confidence in destination schools' ability to meet children's needs.	
	<p>Problem solving activities with schools Training/support in solution circles approach:</p>			

	For WSCC staff/ Schools/EYs settings.			
2. The national shortage in Educational Psychologists prevents EHCNAs being completed in a timely manner	Recruit Early Years Inclusion Practitioners Assistant EPs supporting EHCNAs	December 2022	Educational Psychologist are supported in their role by Early years Inclusion practitioners and assistant psychologists to support assess, plan, do, review, process in early years settings and schools which will reduce number of assessment requests and to 'frontload' early years assessments so EHCNA process should be quicker and part of a person-centred coproduced process.	
	Associate EPs and agencies used to provide additional capacity.	December 2022 - ongoing	A bank of associate EPs will increase capacity increasing number of assessments completed and the timeliness of assessments.	
	Recruitment project – improve timescales for recruitment Job evaluations for hard to recruit posts.	December 2022	Key posts are filled more quickly, increasing capacity in the system.	
3. The local authority is not able to adhere to week 20 timelines. Children and families wait a long time for advice providers assessments and for a	Communication: Establishing protocols around communication by SENAT to parents and schools when a decision to assess is made.	September 2022	Clear communication will occur regarding time frames for assessments, which reminds schools and parents that they can continue to access support from services.	
	Current process and timeframes will be shared at SENCO focus groups.	December 2022		

<p>draft to be issued and finalised. During that time some children's difficulties escalate and appropriate support is not put in place. Parents and school become frustrated at the wait.</p>	<p>To prevent escalation of need during waiting period: A process will be put in place for planning coordinators to signpost for support and a process to escalate cases where there is significant risk of school placement breaking down</p>	<p>December 2022</p>	<p>Planning coordinators will be supported to signpost to appropriate services and where indicated (placement breakdown) advisory services become involved. Those at panel shown at risk will have a 'lead professional' assigned.</p>	
	<p>SENAT managers to ensure all staff are aware of the expected timescales for decisions to issue and draft and finalising EHCPs. Protocol implemented to monitor and support this.</p>	<p>September 2022</p>	<p>Efficiency of workforce maximised.</p>	
	<p>EPS manager to continue to monitor EPS efficiency to maximise assessments undertaken and timeliness.</p>	<p>Ongoing</p>	<p>Efficiency of workforce maximised.</p>	
<p>4. It is unclear if increase in requests, rise in percentage of requests agreed and plans issued is due to increase in need or decision making processes being influenced by</p>	<p>Ensure robust multi-agency Panel attendance. Representation from key professionals and parent/carers. Strong consistent chairing of panels. Shared understanding of options and processes, moderation of decisions reframe panel to an</p>	<p>October 2022</p>	<p>The EHCNA panel becomes an inclusion support panel. Decision making is consistent and robust.</p>	

the 'low legal bar' and increase in appeals.	Inclusion Panel – accessing appropriate support.			
	Develop data analysis system of requests and decisions.	December 2022	Data regarding request and decisions will be analysed to identify themes to inform action and allocation of resources.	
	Review Inclusion Planning Meeting process and paperwork. Training for staff undertaking IPMs Introduction of process through Senco forums.	September 2022	Where a decision is made not to assess a structured Inclusion Planning meeting is expected (either led by school or a nominated professional). Clear indicated next steps for children and families which does not involve returning to panel.	
	Moderation process for decision to issue is in place.	September 2022	Robust decision making regarding whether a plan is need after assessment.	