

Dudley SEND Deep Dive Schedule

| Review Date | WSoA Areas of Weakness |
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| | <p>The aim of the Deep Dives is to support Dudley in evaluating where they are in their journey from the inspection findings of May 2019 to sufficient progress made against the identified priorities.</p> <p>The Deep Dives will explore:</p> <p>What was said in the 2019 inspection letter?</p> <p>What was planned in WSoA/done?</p> <p>What has changed?</p> <p>Where is the evidence of impact?</p> <p>What are the next steps?</p> |
| 20th July 2021 Completed | <p>9. - The published local offer is poor. It is underused and difficult to navigate.</p> <p>Required Outcomes:</p> <ul style="list-style-type: none"> • Families find the Local Offer website and statutory assessment process clear, accessible and informative. • Parents/Carers and children and young people have access to information on SEND in a timely, clear and transparent way. • Higher proportion of families and children using the Local Offer to increase their knowledge of information and participation in community activities. |
| | <p>13. - There is a lack of local provision post-19 for young people with the most complex needs.</p> <p>Required Outcomes:</p> <ul style="list-style-type: none"> • A clearly defined and co-produced transitions pathway. • Preparations for Adulthood is clearly defined. • Post 19 provision for young people with the most complex needs is in place and understood. |
| | <p>14. - Too few young people with SEND progress into employment.</p> <p>Required Outcomes:</p> <ul style="list-style-type: none"> • Increase in the number of apprenticeships offered to SEND students. • Increase in the number of young people with SEND progressing into employment. • Local employers to provide more opportunities for young people with SEND including developing work experience opportunities. • Increased involvement from local education and training providers to undertake better pre-employment preparation with their SEND students. • Increased awareness of the full range of opportunities available to SEND young people. |
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| <p>14th October 2021 Completed</p> | <p>2.- The needs of CYP with SEND have not been accurately identified or moderated over time. Required Outcomes:</p> <ul style="list-style-type: none"> • Clear early identification of all children that will require additional Health, Social Care or Education support. • 100% of EHCPs accurately match assessment and moderated needs of every pupil so that pupils are placed in appropriate settings. • Provision is regularly reviewed so that the moderated needs of the Dudley SEND Cohort are accurately captured. • Development of additional small bases within mainstream provision, for pupils with ASD or SEMH in particular that mirror existing bases. |
| | <p>3. - A strategic approach to assessment and provision management in Dudley is lacking. Required Outcomes:</p> <ul style="list-style-type: none"> • An effective approach to strategic assessment and provision management in Dudley • Increased coordination of assessment information between agencies. • Integrated and shared access to information systems. |
| | <p>4. - Joint Commissioning is underdeveloped and not always informed by accurate analysis of data. Required Outcomes:</p> <ul style="list-style-type: none"> • Formalised Joint Commissioning Arrangements. • An outcomes led framework and performance metrics are agreed and in place. • Commissioning decisions informed by outcomes / spend / value for money. |
| | <p>10 - EHC plans are often of a poor quality, they do not all contain Health & Social Care needs and are not outcome-focused. Required Outcomes:</p> <ul style="list-style-type: none"> • New co-produced Guidance Document is agreed and shared with all partners, professionals and families setting out requirements for a good EHC plan. • An audit system is agreed, tested and used to report on the improving quality of EHC plans. • Monitoring shows EHC plans contain appropriate information, are needs led, outcomes focused and completed within the 20 weeks' timescale. • Monitoring shows the evidence of the "Tell It Once" approach being consistently used. • EHC plans are shared consistently across the system. |
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| <p>13th December 2021 Completed</p> | <p>1.- Improvement Strategies are not embedded and they have not had a marked impact on improved outcomes. Required Outcomes:</p> |

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| | <ul style="list-style-type: none"> • A co-produced SEND Strategy that is owned, shared and delivered through the Improving Outcomes for Children and Families Board. • A SEND action plan which sets out improvements needed across Education, Health and Care ensuring a coherent joined up approach. • A SEND Strategy which focuses on identifying, sustaining and future proofing joint priorities to improve Children and Young People's outcomes across Education, Health and Social Care. • A robust Workforce Development Plan which has a clear vision to ensure strategies are embedded and ambition to improve outcomes for Children and Young People in Dudley. |
| | <p>5. - The DMO has insufficient capacity to promote the SEND agenda across health providers.</p> <p>Required Outcomes:</p> <ul style="list-style-type: none"> • Increased levels of capacity to promote the SEND agenda across health providers. • Increased levels of health input capacity into EHCP's to increase their effectiveness in assessing SEND provision. |
| | <p>6. - Co- Production with Parents is weak. Co-production at a wider strategic level is underdeveloped.</p> <p>Required Outcomes:</p> <ul style="list-style-type: none"> • A clearly defined vision and ambition of strong co-production across the Dudley Area Partnership. • Effective strategic co-production and accountability which is embedded in practice and ensures that SEND priorities are owned across Education, Health and Social Care • Processes evidence early involvement of parents/carers in the strategic developments, design, monitoring and evaluation of SEND and associated services. |
| | <p>7. - There is a great deal of parental dissatisfaction. The passion and commitment of the various parent groups has not been harnessed. Many parents feel disengaged with the system.</p> <p>Required Outcomes:</p> <ul style="list-style-type: none"> • Relationships and trust is built with all parents/carers • Parents/Carers and young people have a clearly defined integral role in reviewing and designing services • The vision for SEND in Dudley is jointly created and owned by families and all services working with SEND children and young people • Parents/carers and children and young people have access to information on SEND in a timely, clear and transparent way. |
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| <p>3rd March 2022</p> | <p>8. - There is a lack of understanding about Community inclusion in Dudley. The local area needs to change the culture and develop stakeholder confidence in the system.</p> <p>Required Outcomes:</p> |

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| | <ul style="list-style-type: none"> • Dudley is an inclusive borough which will ensure that children, young people and families who are most at risk of exclusion have more choice and control over their lives, are included in their local communities and achieve better outcomes. • All SEND CYP feel included in all aspects of their life and are able to achieve their full potential. • All stakeholders, including families and communities are confident that Dudley borough is an inclusive borough and understand their role and contribution to this outcome. |
| | <p>11 - Pupils with SEND make slower progress than other pupils.</p> <p>Required Outcomes:</p> <ul style="list-style-type: none"> • Identification & improvement of the key outcomes that Dudley children with SEND perform poorly on. • Improve the rates of progress for pupils with SEND at KS2 & KS4. • Increased confidence of partners and parents or wellbeing of CYP or their ability to access the curriculum better. • Reduce the gap for each SEND cohort to the national levels at the end of the early year's foundation stage. |
| | <p>12. - Pupils with SEND have higher absence and exclusion rates than other pupils.</p> <p>Required Outcomes:</p> <ul style="list-style-type: none"> • To narrow the gap between levels of absence and persistent absence for pupils with SEND with all pupils nationally, regionally and in statistical neighbour LA's. • To narrow the gap between the number of fixed term and permanent exclusions for students with SEND compared with all pupils nationally and in Dudley. |