

Kingston SEND Schools Consultations 19th & 20th March 2018

Summary of key points raised

1. Inclusion

1.1. What do you think about the vision

- Vision is clear
- Perhaps remove “want” with either “we will” or “we ensure”
- The vision is what we do and what we expect of ourselves
- Early intervention is vital. Good if children are picked up before school/nursery. Quicker access to therapists
- Need more manpower to give early intervention
- What does universal provision mean?
- Support the vision as long as there is no reduction in funding as that would dilute the offer
- Funding needs to match expansion
- Support outreach and expansion but with funding to reflect the additional needs - no dilution of support
- Support early intervention, but funding must be available
- Training and support for teachers
- No dilution of quality service
- Who can deliver the interventions from the therapists?
- Funding for appropriate courses of study
- Interventions get harder at a time when school forced to reduce LSA provision
- If budgets continue to decrease, less available resources eg TA appointments
- Quality First Teaching is not a term known to trainee teachers
- Not all schools do buy in to these principles - how can this be improved?
- A bit long. Could the vision be a bit less wordy?
- Is early intervention early in the problem or early in age
- It is not possible to meet the needs of “all” children
- Intervention plans are not required by the Code of Practice
- Increasing need of children with speech and language concerns
- Diversity and complexity of needs in a class of 30 is rising - the ‘job’ of a class teacher to meet every need is a very big ask. Too big?

1.2. What can your school do to be a part of this vision?

- Shared accountability across RBK
- All schools must commit to meeting all needs
- Are schools structured to be inclusive? Imbalance between schools - higher level of SEN
- Should average number of EHCPs per school be agreed?
- More SRPs - one in every school
- Conversations with heads of schools/ governing bodies
- Collaborative working across schools - knowing who offers what
- Conversations with parents about their child’s SEN

- We have take children that should have been provision placed and supported them through wrap around CP money in a mini provision set up
- We are running something similar to a mini language provision with use of Intensive Language Package funding, again keeping specialist provision children in mainstream
- We agreed to SRP from 2019 for ASD
- Provide SRP
- Offer places in provision
- Support with recruiting adults with characteristics that will be effective
- Where is training going to be done and who will be funding it?
- Invest in employing new staff who have had SEN training/ experience - but do the universities ensure this is the case?
- QA provision and consistency across all schools
- In house training for TAs and teachers
- Training for all about importance of inclusion and the shared responsibility
- More engagement with teacher training institutions to ensure real understanding of vision and particular needs
- Ensure effective training
- Nurture groups
- Outreach - share good practice, offer training
- Offer outreach = specific difficulties
- Each school is different - possibly have specialisms for each school
- Reiterate it to ourselves and staff
- How can we deliver the vision?

2. Day-to-day support

2.1. What's working well

- Speech and language
- "Speech and language support is great!"
- "Our support from SALT is amazing and I can't praise the work that she and her supporting team do for us [enough?]"
- SaLT support for whole class groups, individuals and staff
- SCIP package training and support for staff
- SCIPs are invaluable
- SCIPs - outreach from SRP staff and therapies
- ELSA training
- EPS quality
- EP time: structured for consultation; training for staff; parent workshops
- SENCO meetings
- SENCOs are working well
- SENCO effort, willingness and good will
- Cluster SENCO
- Network meetings
- EWOs

- Link social worker
- Attitude of staff
- Children are happy and learning
- Behaviour support but costly
- MOOT (Malden Oaks) but limited places
- Specialist provision is working well
- Teachers and staff have a lot of knowledge already
- Inclusion training for TAs
- Early intervention in early years
- Schools working through the stages

2.2. What are you worried about?

- Inclusive equity among secondary schools
- Phsyio
- OT access and funding
- OT is not secondary relevant
- The OT resource [bank?] is great in theory but when you have such concerns about a child. Its not good enough for school staff to fall back on it
- SaLT - difficult to refer new mainstream pupils without therapist going back to discuss/agree despite EP backing referral
- Inconsistency of SaLTs and how SLAs are achieved
- EPs variable
- EP workload at the moment all they do is write reports
- EPS rotation
- More EP time needed
- Mental health and wellbeing
- Support for children with mental health/ attachment issues
- Access to counselling/ intensive daily therapy for children to address mental health needs early
- CAMHS take far too long - children's needs not met. Parents/children who do not engage are turned away
- Waiting time for CAMHS
- The speed with which referrals are acted upon
- Slow access to additional funding
- Cost of behaviour support
- Social work and EP turnover
- EWOs
- Caseworkers are overloaded - don't get back to us / doesn't work having lots per school
- Teachers having the skills to support SEND in the classroom
- Training of TAs - LSA
- Funding of TAs to support SEND long term
- Lack of TAs - cuts
- What are universities doing to prepare NQTs for SEND
- Finances/ resources (overstretched)
- Funding of EHCPs

- Discretionary EY funding is hard to access
- Increase SRP places with no additional funding
- Not enough money to buy in enough staff to support all students on a K
- Paying for staff to run specific support programmes
- Parents unrealistic demands
- Lack of background knowledge about child's needs

2.3. What do you need?

- Transition KS2 to 3
- Caseworkers responding - to SENCOs and parents
- High needs ASD children, yet do not meet EHCP criteria to meet needs/ provision
- SaLT support (not advisory)
- More SaLT support in mainstream
- More EP time and the same EP year on year. Children outside of EHCP process are being let down
- More training for teachers in OT
- Access to OT support
- Rapid response CAMHS
- Two way relationship with CAMHS
- Mental health nurse in each school
- More mental health training for all
- Allocated SEMH available to all schools
- Admin assistant for SENCO
- Better consistency of provision
- More access to alternative provision at KS, more MOOT respite places and outreach work
- Training LSAs and TAs
- More staff trained to conduct baseline assessments
- Strategies to implement based on up to date local research
- Very early years intervention funding is needed
- Support and training for preschools/ nursery settings for early identification and intervention and engaging parents

3. Support in difficult times

3.1. What's working well?

- The way that we spread our money to meet the needs of so many children with very few EHCPs
- Strength of staff in schools
- Inter school relationships
- Communication between schools works really well
- Cluster support (build on this)
- Collaborative working between clusters
- Malden Oaks at Key Stage 4
- Malden Oaks
- Behaviour Support Team

- Kamal Riar input - good and quick (behavioural support)
- EP used teacher consultations- if buy in extra time, but not all schools able to afford this
- Experts to call and ask for advice
- People to phone for advice (PSS, Hannah Webber, Adrian Bannister)

3.2. What are you worried about?

- Waiting list for CAMHS and lack of counselling
- Mental health of children and adults
- CAMHS thresholds for action
- Accessing services quickly - EP, CAMHS, emotional health
- CAMHS send provision moving from primary to KS3 - no in borough options
- Where does SEMH fit in? Where is the support for these children?
- Urgent help sometimes needed
- Maintaining inclusion at times of crisis
- Everything being pushed back on school staff - emotional health, medical
- That some poor child is going to have or be involved in a life threatening incident whilst we wait for a panel to understand their very real needs and inability to access mainstream provision
- EHCPs without money protecting provision to meet needs
- Behaviour and emotional health outreach needs to increase
- Increase in physical, emotional assaults from pupils with SEBD needs
- Lack of support for mental health issues, especially with dual diagnoses (ASD)
- In-year admissions
- In-year admission/ transfer of EHCP prior to outreach
- In- year transfers where a child clearly has SEN but they come via normal admission route and therefore transition plans can't be properly actioned
- Children that have EHCP but in the wrong provision
- Rapid response to react to changes in circumstances
- Role of pre-school health visitor to inform parents/ schools
- When parents do not know/ understand or accept child's needs
- School needs assessment form for EHCP application too long. We write the draft EHCP in theory, now requiring more info
- Independent reports from parents then demand money for support even though they aren't that weak
- Difficult to transition from yr 6 to yr 7 and yr 11 to yr 12, not enough information shared
- Pathways - ensure transition managed correctly eg year 5 to year 7
- Behaviour and support more knowledge needed by Behavioural Support Team on extreme needs and possibly more holistic support/approach. Impact on staff and children
- When inclusion fails, when are students moved on? What do they have to do? What do you do when people who do not work in the school won't make the decision?
- Schools having to be responsible for provision and funding it
- Prioritising EHCPs when a new child joins who needs support "jumps the queue"
- Tribunals

- How to support staff with child with needs with less TA hours/ staff
- Attachment and dyslexia diagnosis
- Impact of trauma and attachment on students- insufficient support to help a child be “ready for school”
- Child in crisis can cause major disruption/threat
- Not having enough time to support individual children effectively
- What training will be offered to build capacity in schools?
- High behaviour SEND hijack needs of “quieter” SEND children
- Caseworker consistency, availability and expertise

3.3. What do you need?

- In year admissions - visit home would be useful to assess needs correctly
- More CPD available re behavioural support - more specialised TA training
- Better knowledge between more skilled clinical and educational psychologists. Bespoke training available to staff
- Better post adoption service when a child has been adopted - attachment and behavioural needs)
- Continuity and consistency
- Funding
- Requirement for EP report for statutory assessments
- Investing in human resources for early intervention
- Quicker response to requests for training for staff
- Quicker response to requests for advice
- Follow up form SALT after a report has been given
- Mini cluster panels/ support network case for concern children
- Cluster specialists for behaviour, SaLT and OT
- SEMH support not just for diagnosis and for long enough
- SEMH support worker
- More CAMHS
- How to engage disaffected parents (professional meeting parents at school) ie CAMHS
- Support for parents following diagnosis
- Parenting support
- Designated individual to contact for support for mental health
- Outreach support
- Implication it has for other children and staff. They need support too. Supervision
- Consistent transition across all schools
- Different strategy for in year admissions who need early help

4. Educational psychology

4.1. How do you think your school could benefit from systemic support from the educational psychology service

- What is systematic support?

- EP outreach team to offer advice/services/ clinics etc as early intervention to protect EP time for statutory work. Does not need to be school specific
- EP consistency from term-to-term, year-to-year
- How to juggle EP priority children
- Do EPs need to be involved in EHCP process?
- Parent workshops training for teachers more of this needed
- Moor Lane letters regularly advise SP involvement and CAMHS
- Takes too long for EP to see a child EPs too stretched - taken off to do statutory work. Can plan one term see a child the next
- There is never very much time for anything other than statutory work - will it really work
- Difficulty EHCP will not go through without 2 terms of EP involvement
- Experience of EP/ flexibility of EP
- Consistency of EP is really important
- More EP time cost?
- Difficulty having to contact EP without knowing next year's cohort - guess work
- Time from consultation to report is too slow
- Can't see enough children - limited time
- More EP time on top of statutory time to support staff and children and parents
- More EP time would help reduce EHCPs if we had time for them to work with some SEN support
- Want more EP time
- Surgery time with EPs is useful and offering additional training, and also solution circles
- Remove requirement for EP report with request for assessment. Time can go to supporting schools.
- EP/ time allocation for writing reports ridiculous. This is not effective use of time not for the benefit of school
- Research based intervention to be used routinely and regularly and shared with school staff
- How is this going to be funded? Is it additional or out of our allocation
- EPs to spend some time immersed in school to really understand the children and their needs - particularly secondary
- Menu of training available to schools eg precision teaching
- Lead EPs to attend SENCO forum and HTs meeting on solution for EPs
- Parents support, liaising with parents. Strategies that support school strategies
- Assumption that schools aren't doing these things already?
- We feel we already use EP time to do this (buy back) it would be great to have this outside of buy back
- Systematic support for speech and language is needed
- FIST training is good - can we have more
- Menu of services available - specialisms
- Shared practice - EP working with school staff to deliver programme

5. EHCP progress

5.1. What's working well

- Quicker process
- MAM meetings
- Series of SEN support plan meetings
- Child centred - section A
- The objectives within the EHCP work in terms of giving clarity around what staff and parents must work around
- Updated needs (EHCP) huge improvement on previously (Statements where needs not updated)
- The document is clear and easy for parents to understand and for schools to share with parents
- EHCP document makes all stakeholders accountable
- Having one case worker for SRPs is really helpful
- Child-centred/ voice of the child is represented
- Costs flexibility so needs can be met, not just tied to TA hours
- Recent EHCPs are much better in last few weeks
- Easier to read - more of a working document but would help if they were updated
- Shared, collaborative working - all professionals, parents and children together
- Plans for in borough provision
- In depth planning to achieve outcomes
- Good breakdown of outcomes

5.2. What are you worried about?

- Number of consultations for new year 7 whose parents have not selected us as first preference
- Caseworkers changing, no communication to schools
- Poor communication during transfer process
- Sheer number of children meeting thresholds for EHCP joining us in year 7 now
- Slow response time from SEN caseworkers
- Difference in quality of EHCPs, some excellent, some very vague
- Parents/professional view is not always the same/ realistic
- Language can be vague
- Levels of attainment
- Parental level of rights through SEN code of practice
- Quality of caseworker
- Workload of caseworkers
- Education, health, care still not working together
- Outcomes set too far in the future
- More specialised placements
- Lack of knowledge of local provisions
- EHCPs aren't updated yearly despite sending in tracked changes
- Agencies who are there to support us are completely overwhelmed and bat back requests
- Appropriate end of key stage targets, shorter term targets often more appropriate
- Lack of support from CAMHS
- Lack of understanding from SEN caseworkers

- No feedback/ recognition when EHCP ceases - a bit of thanks for our hard work would be appreciated
- Too many changes of paperwork
- Parent driven - imbalance when there is a pushy parent
- Parents with financial means to access independent advice are getting better deals - sapping money out of the system
- Caseworkers don't have the capacity to support the family/school
- Caseworkers are so overloaded they are unable to attend meetings
- EHCPs issued without funding to protect provision
- Would like 1 to 2 caseworkers per school
- Sometimes aspirations in section A are not realistic, we need to be careful with this
- 1 caseworker per school - they need to know the school and the staff
- 1 caseworker per school, better relationships and can talk about more than one child per call
- Caseworker workload/ slow process - inaccuracies - overstretched?
- Not meeting needs of children
- Not being able to meet needs of EHCP without additional funding
- When EHCP includes extra (OT for eg) but no extra funding given what do we stop?
- Funding does not match need
- Provision map requirements are excessive and are very time consuming
- Shortage of resources eg EP time
- EP time
- Time required
- Have to meet a "threshold"
- Parent expectations raised but not met
- EHCPs need to be accurately and correctly written. Outcomes need to be accurate at transition to year 7
- EHCPs stating that child needs certain number of SaLT and OT hours - how can we resource?

5.3. What needs to happen to support better outcomes for CYP?

- Training
- Better stability of SEN workforce
- Lobby central government to effectively/realistically fund EHCPs 0 to 25
- Be able to believe in professionals working with SEN children
- COmmunication passport for pupils as they transition, eg "this is what I find difficult..."
- More info for parents on expectations of secondary from primary
- Caseworkers more training on what's on offer at each school - comprehensive list of provisions
- All schools allocated a panel to attend - develops understanding and knowledge
- More transparency re panels- when taking place etc/ why cancelled
- Educating parents in their long term needs so they do not turn down specialist provision
- Regular access to support services - SaLT, OT
- Briefer. Easy access OT assessments

- Parents need to be educated in their choice of provisions and not choose them because they look nice from the outside
- Swift assessment systems
- Move to a needs led system, away from a gatekeeper system
- In order to cut down paperwork and time an expert in SEND area to visit school to see reality of needs.