

The New SEND World

April/May 2018



**achieving
for children**

Agenda

- Welcome and introductions
- The new SEND world
- Our thinking so far
- Marketplace: What will make the difference for you?
- Feedback and close

The new SEND world

Local review of SEND provision (May 2017) identified priority areas, including the need to create a financially sustainable model, where:

- Our CYP achieve the best possible outcomes
- Adults are supported and highly skilled
- Communities embrace diversity and inclusion
- Resources are allocated to maximize outcomes
- DSG High Needs Block is a balanced budget

How do we get there?

- Continued consultation / stakeholder engagement
- New SEND vision for 2020
- Existing SEND Education work streams
- Balance of long and short term actions
- Empowering all schools to feel confident and competent
- Enhanced SEND Partnership Board

Support Maps

SUPPORT WORKSTREAM UNIVERSAL LEVEL SUPPORT

Early Years	Early Years/ Primary transition	Primary	Primary/ Secondary transition	Secondary	14+ transition	Post 16
Legislation, Statutory Guidance and local policies (inc Golden Binder)						
Voluntary sector: family representative groups information, advice and guidance						
Local Offer						
Threshold Guidance						
CPD Online						
Educational Psychology offer and buy back (prioritised based on school need)						
<p>Children's Centres</p> <p>Brokerage Officer (placing children)</p> <p>Moving on Assessment Tool</p> <p>Early Years OT Resource Pack</p> <p>Setting Friendly checklists and explainers</p> <p>SENCO Networks</p> <p>Inclusion & Improvement Advisors</p> <p>Early Years SEND Support Officers</p> <p>Early Years Ed. Psych. consultations</p> <p>Early Years SEND consultant</p>	<p><i>Information transfer between settings</i></p> <p><i>Regular pupil progress meetings</i></p> <p><i>Transition event</i></p>	<p>Bespoke school based & governor training on SEND (SH)</p> <p>Bespoke ASD buy back training (HW)</p> <p>SaLT 2 free training sessions + buy back</p> <p>SPARK incl. SENCO and Behaviour networks</p> <p>School Improvement SEN Report Card</p> <p>School AEN Self Evaluation & supported review</p> <p>SEN Support Planning Meeting</p> <p>Primary Support Service</p> <p>Locality SEND meetings</p> <p>OT and SaLT Groups</p> <p>SEND FV workshop for parents</p> <p>Setting Friendly checklists</p>	<p><i>Information transfer between settings</i></p> <p><i>Transition event</i></p> <p><i>Secondary readiness expectations and principles</i></p>	<p>Bespoke school based & governor training on SEND (SH)</p> <p>Free Inclusive Schools Training (FIST)</p> <p>Malden Oaks Outreach Team</p> <p>SPARK</p> <p>SENCO Forum</p> <p>Setting Friendly checklists</p>	<p><i>Information transfer between settings</i></p> <p>Careers interviews</p> <p><i>Transition event/fayre</i></p> <p>Team Inclusion</p>	<p>Co-ordinated apprenticeships</p> <p>14 – 19 Partnership Forum</p> <p>School to school support (Sixth Form?)</p> <p>Parent/Carer Forums</p>

Legislation, Statutory Guidance and local policies (inc Golden Binder)

Voluntary sector: family representative groups information, advice and guidance

Local Offer

Threshold Guidance

CPD Online

Educational Psychology offer

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Early Years OT
Resource Pack

Setting Friendly
checklists and
explainers

SENCO Networks

Inclusion &
Improvement Advisors

Early Years SEND
Support Officers

Early Years Ed. Psych.
consultations

Early Years SEND
consultant

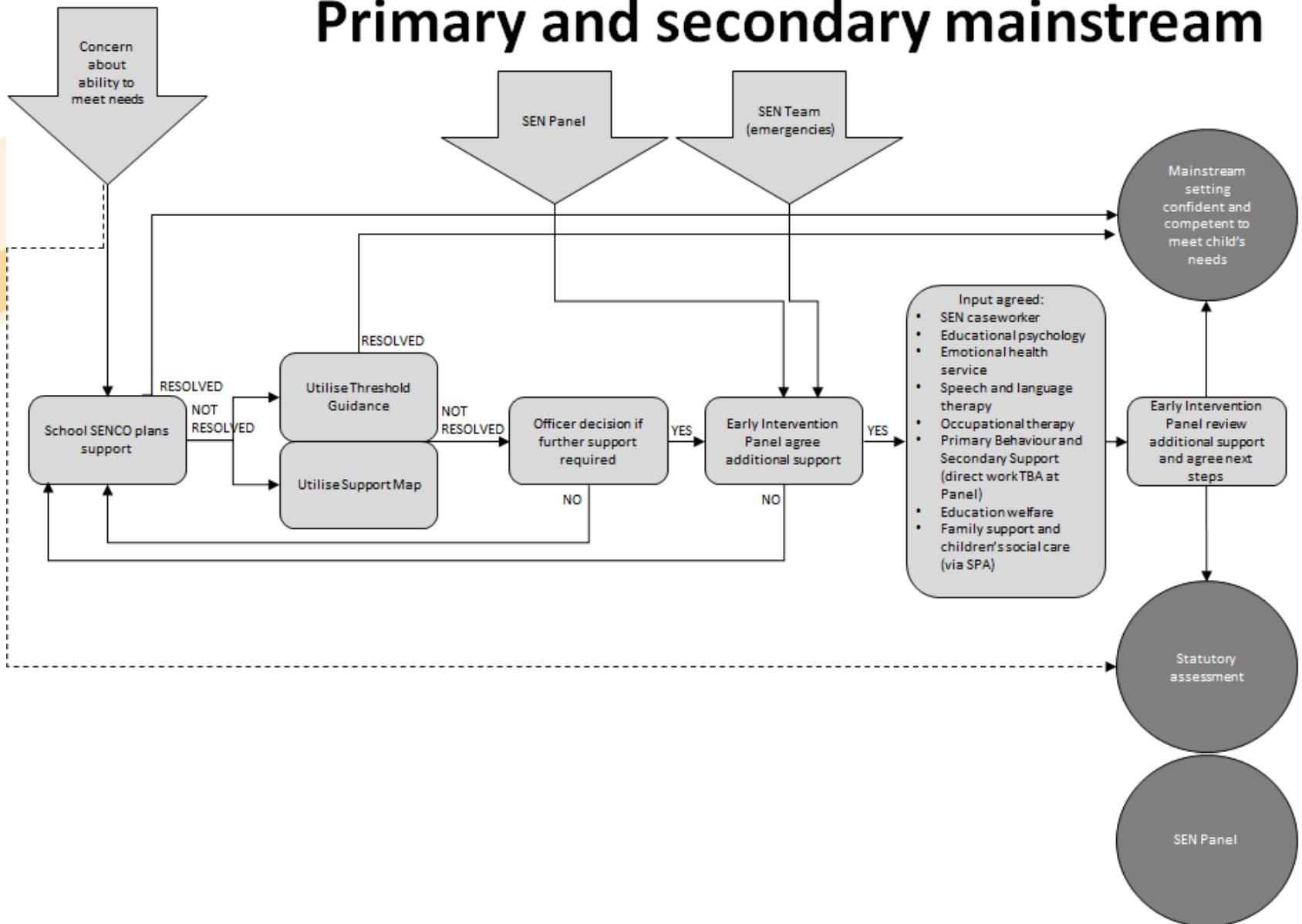
*Information transfer
between settings*

Careers interviews

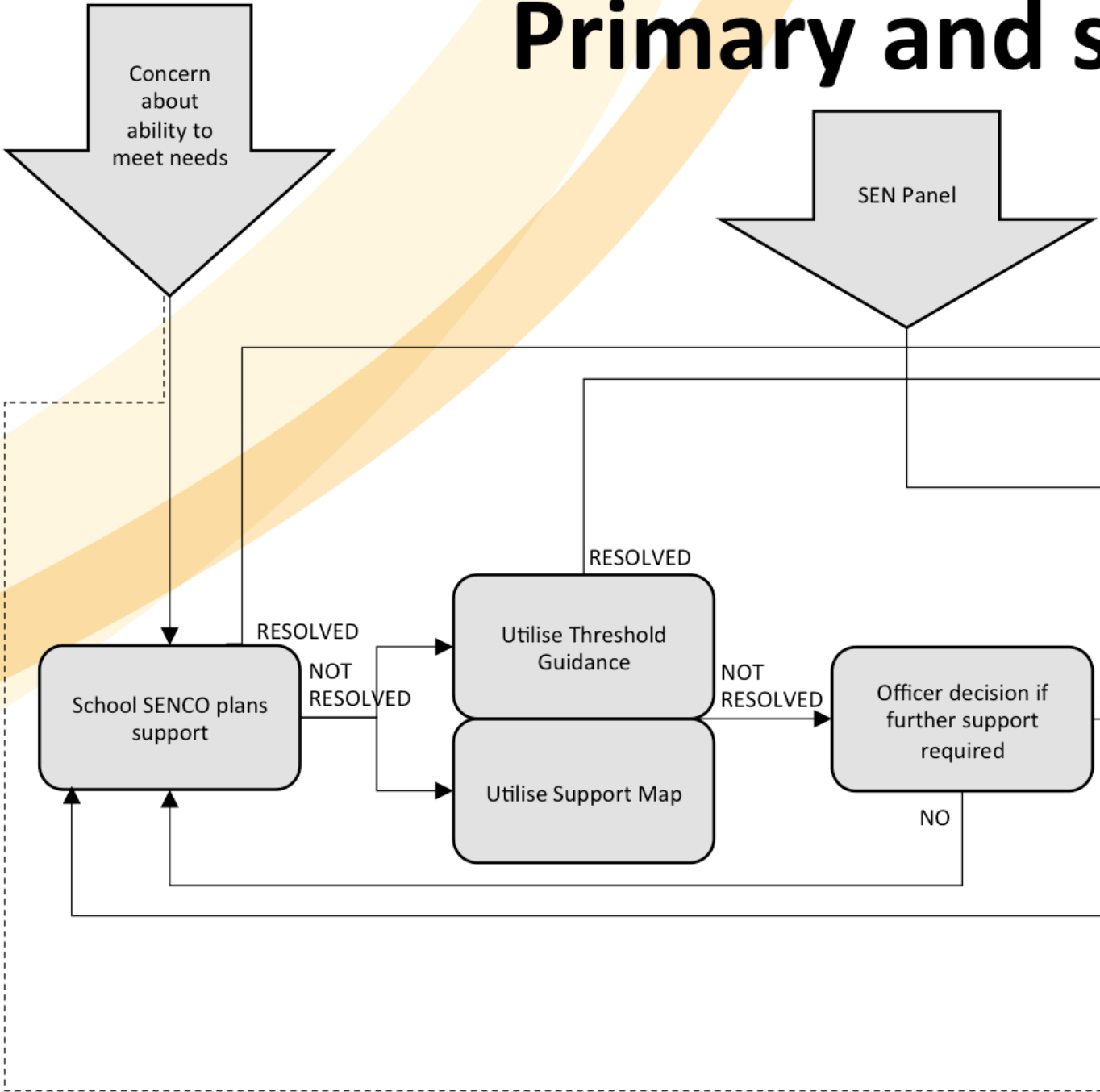
*Transition event/
fayre*

Early intervention process

Primary and secondary mainstream

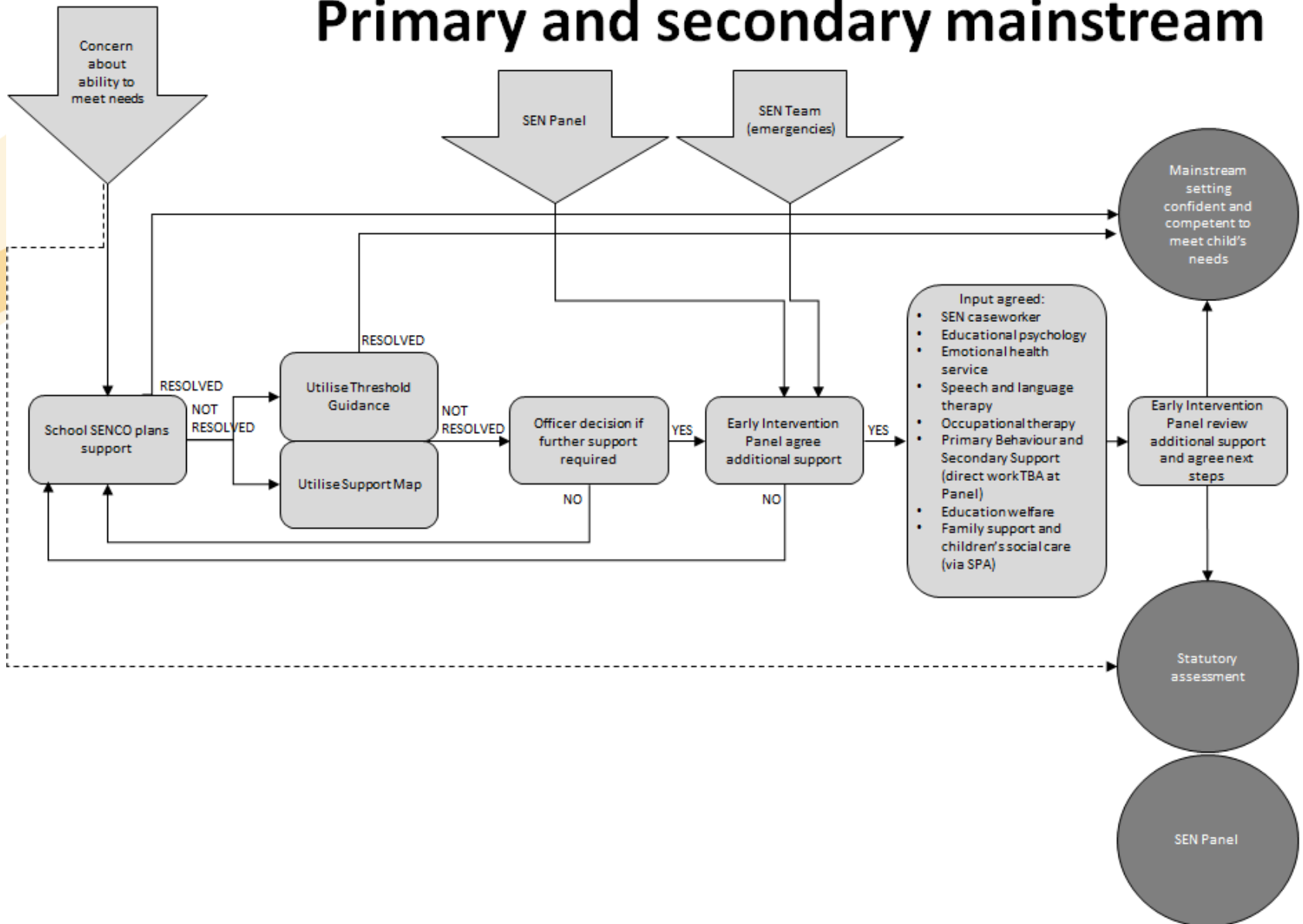


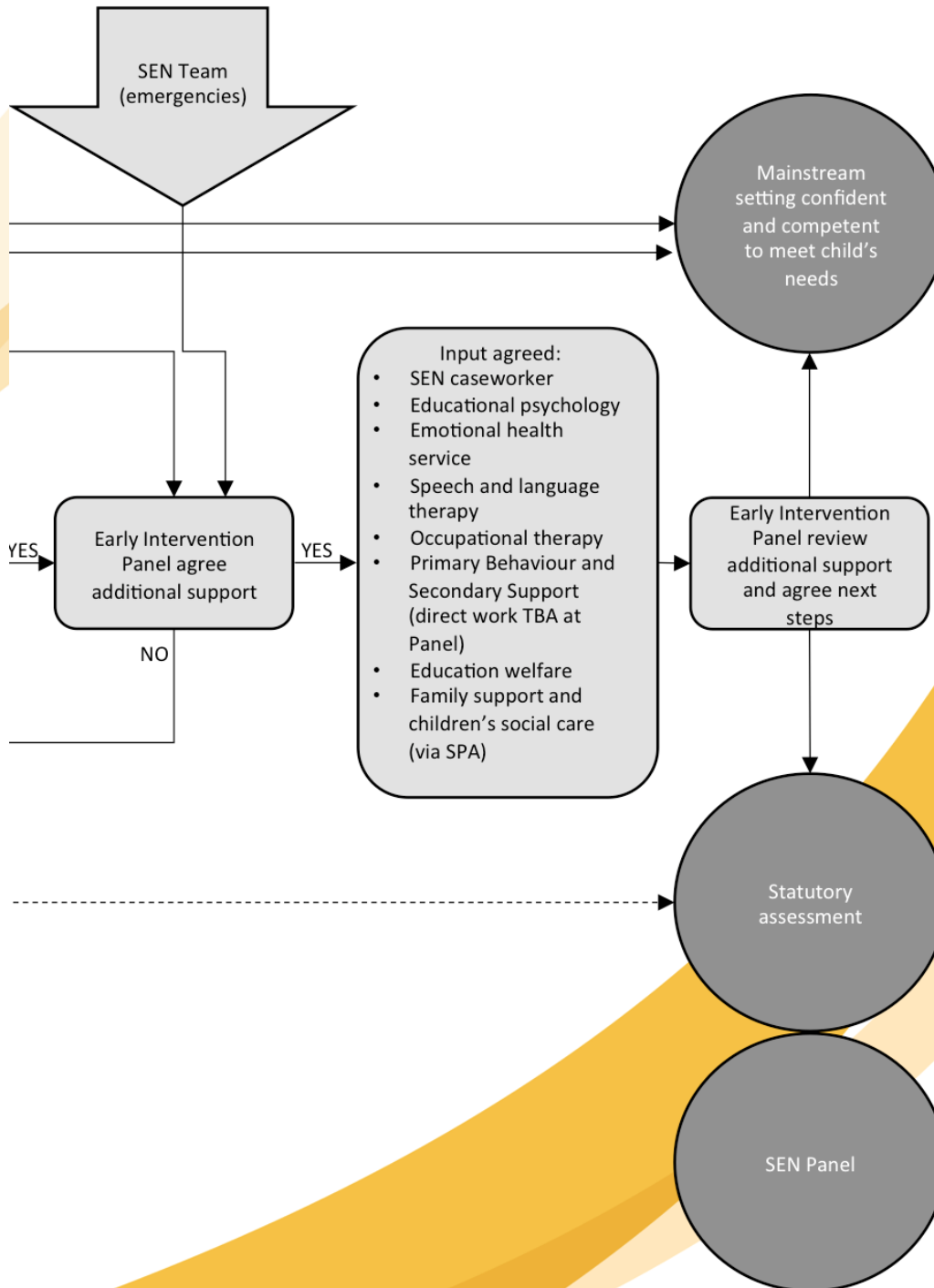
Primary and s



Early intervention process

Primary and secondary mainstream





Input agreed:

- SEN caseworker
- Educational psychology
- Emotional health service
- Speech and language therapy
- Occupational therapy
- Primary Behaviour and Secondary Support (direct work TBA at Panel)
- Education welfare
- Family support and children's social care (via SPA)

Your views: welcome to the marketplace

- 5 stations, 10 minutes, questions to answer
- Materials provided
- Use sticky notes to record your comments
- Move on at the horn - rotate clockwise, stay in your groups
- When everyone is back at their first table: read all feedback, pick 3-5 key themes and feedback (3 mins + 1 min)

What will make the difference for you?

SCREEN

1. Inclusion

What do you think about the vision? What can your school do to support this?

2. Supporting schools to support CYP day-to-day

What's working well; what are you worried about; what do you think schools need?

5. EHCPs and progress

Do EHCPs help children to achieve better outcomes? What's working well; what are you worried about? What needs to happen?

3. Supporting you to support CYP in difficult times eg in crisis; if problems are escalating; in year admissions; transitions

What's working well; what are you worried about; what do you think schools need?

4. Systemic support from the Educational Psychology Service

How could your child's school benefit?

Thank you

1

INCLUSION

1. Inclusion

What do you think about the vision? What can your school do to support this?

1.

The New SEND World

- We strive to offer the very best local provision so that children and young people can flourish amongst their peers within the local community and achieve the best outcomes.
- We want to ensure high quality, universal provision with staff who are competent, confident and dedicated to meeting the needs of children who have a wide range of special educational needs and disabilities.
- We want to invest in universal provision and early intervention to use resources to maximum effect.

Principles for effective mainstream inclusion

We believe these evidence-based principles should underpin effective mainstream inclusion:

- All teachers deliver high quality differentiated learning to meet the needs of all pupils.
- Quality first teaching secures the strongest outcomes for all children
- SEN are taken to be the outcome of an interaction between the individual characteristics of learners and the educational environments in which they are learning. That means that assessment should always be fourfold; focusing on the child's learning characteristics, the learning environment, the task/curriculum and the teaching input/style
- Intervention is based on good quality assessment
- Intervention can include modification to classroom practice rather than children being withdrawn.
- Pupil needs and their unique profiles are addressed in intervention plans. Interventions are planned according to individual pupil need: pupils are not fitted to existing interventions.
- Where interventions are in addition to high quality, in class teaching, learning and assessment, teachers plan jointly with those delivering intervention and ensure that skills learned in intervention are transferred to the classroom.
- Those delivering interventions outside of the classroom have appropriate training and are supervised by a qualified teacher.
- Social skills and emotional wellbeing (as well as academic progress) are addressed in the classroom, through interventions and whole school practices.
- Senior leaders monitor the academic and social, emotional and mental health progress of all pupils regularly, ensuring prompt action where pupils are falling behind.
- Parental engagement and capitalising on the resource of parents and family as the child's first, and most important, teachers must be at the cornerstone of our practice and provision.
- Children have important and relevant information to contribute to the understanding of their needs and their voice and perspective is crucial to the effective implementation of any interventions.

What do you think about the vision?

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

2

DAY-TO-DAY SUPPORT

**2. Supporting schools to
support CYP day-to-day**

*What's working well; what are
you worried about; what do
you think schools need?*

STATION 2 FEEDBACK

What's working well?



What are you worried about?

What do you need?

3

DIFFICULT TIMES

3. Supporting you to support CYP in difficult times *eg in crisis; if problems are escalating; in year admissions; transitions*

What's working well; what are you worried about; what do you think schools need?

STATION 3 FEEDBACK

What's working well?



STATION 3 FEEDBACK

What are you worried about?



STATION 3 FEEDBACK

What do you need?



4

EDUCATIONAL PSYCHOLOGY

**4. Systemic support from
the Educational
Psychology Service**

*How could your child's
school benefit?*

Systemic support from the educational psychology service

The Educational Psychology Service (EPS) aims to build and sustain positive change for children, young people and their families across all stages of education. We believe every child and young person should have the opportunity to succeed as an effective learner, confident individual and engaged and informed contributors to society. The EPS is a service that applies psychology, grounded in theory and research, to achieve its aims. Our service operates a consultation model of service delivery to work collaboratively with teaching staff, parents, pupils and other agencies to generate shared solutions to concerns and to facilitate change. Our educational psychologists (EPs) promote early intervention to work with you to address concerns at the earliest possible stage and minimise pupils' barriers to learning. We work as a resource for schools, promoting psychological wellbeing, inclusion, aspiration and educational achievement across the full range of age and abilities

As well as our work with individual children, we also can provide support at group and strategic levels:

- Therapeutic group intervention for young people to develop self-awareness and management skills for low mood and/or anxiety
- Strengths-based interventions focused on promoting resilience in children and young people
- Psychological group intervention for young people to develop particular skills, such as study skills, thinking skills, social skills and overcoming exam stress
- Workshops and supervision for smaller groups of staff in managing particular issues such as challenging behaviour or attachment difficulties
- Workshops and training for parents around promoting resilience, managing sibling rivalry and responding to anxiety
- Supporting the development of whole school strategies and systems
- Continuing professional development (CPD) for staff on school-determined topics with a psychological basis
- Project development and research work, eg evaluating interventions.

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

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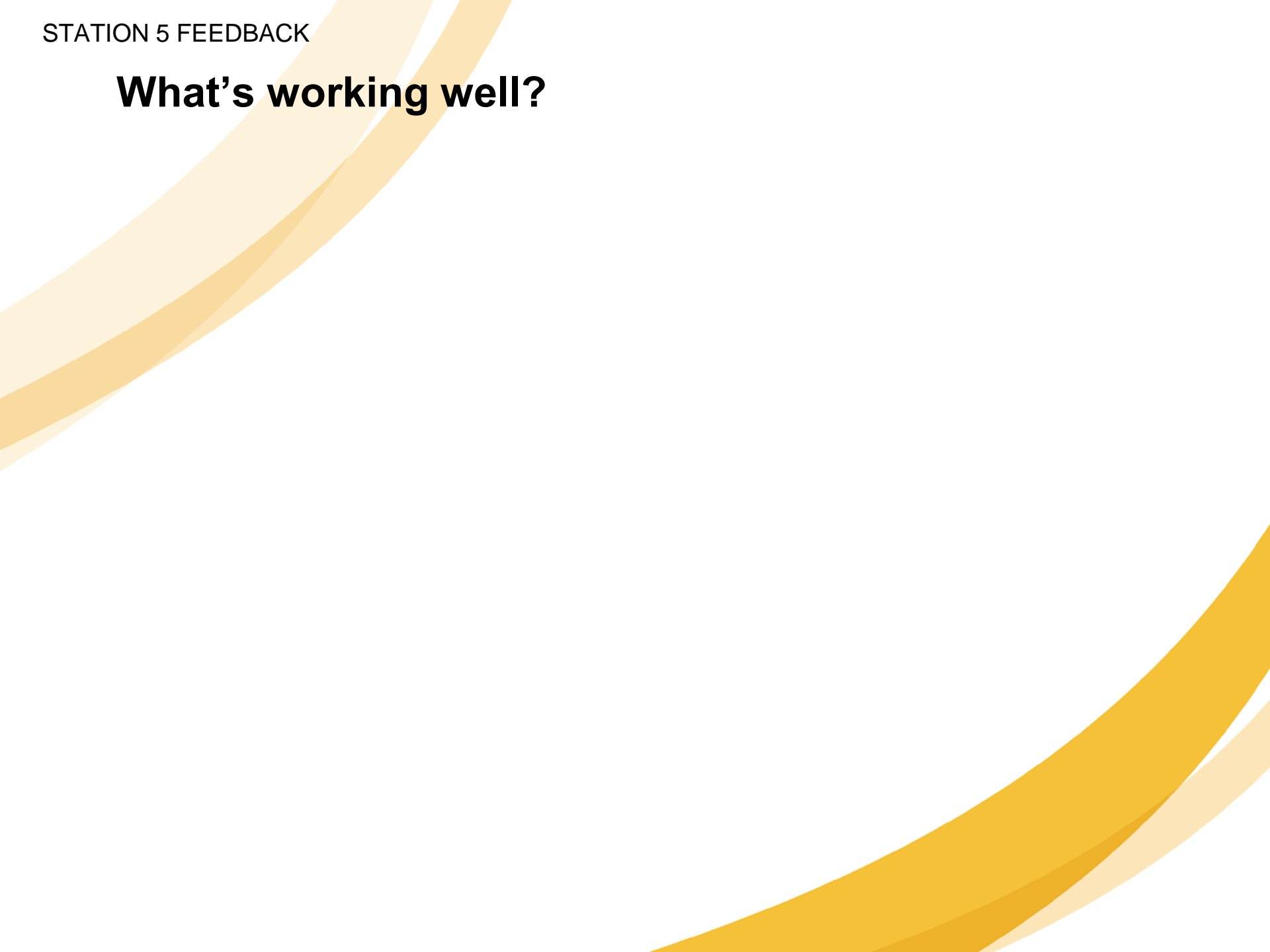
EHCPS and PROGRESS

5. EHCPS and progress

*Do EHCPS help children to achieve better outcomes?
What's working well; what are you worried about? What needs to happen?*

STATION 5 FEEDBACK

What's working well?



What are you worried about?

What do you think needs to happen to make sure we support children and young people to achieve the best possible outcomes?