

## Richmond SEND Schools Consultation

1<sup>st</sup> May 2018

### 1. Inclusion

#### 1.1 What do you think about the vision?

- Parents?
- Issue with training of staff
- No point in saying early intervention and then no OT/SALT etc early!
- Recruitment issue with support staff
- Parents – lack of understanding about EHCP process
- Parental expectations are high
- QFT – changes from child to child difficult – difficult getting teachers on board
- Teacher training – classroom QFT. What?
- Will too much be behind a paywall – no money!
- Secondary schools struggle with students who are “QFT” but really are “K”
- Confusion still between QFT and K
- Better training on assessments – what to use when
- Continuity of provision year on year – always so much variation
- Sounds good – but will staff be skilled; will they be hands on, will training be readily available and good quality
- Sounds good in principle but will it work in practice or be something that stalls the EHCP process?
- Accessing appropriate and meaningful assessments
- Will all services assess? Eg, EHS don't send reports or feedback

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

- Stanley Primary is happy to support other EYFS provisions with identifying SEND earlier, ie SENCO to SENCO support or to act as a mentor for nursery SENCOs. Perhaps other primary SENCOs can mentor too! This would support the Early Intervention visit
- Windham Nursery and our Jigsaw provision are also happy to support staff in the Early Years with outreach.
- Grey Court School are putting together A-Z year CPD plan for Quality First Teach. It would be more effective to work with the LA to develop this
- Vineyard: liaising with feeder nurseries to support them
- Share good quality interventions that are evidence based
- Locality INSET days – collaboration to enable high quality training
- Locality SENCO meetings to share best practice
- School staff need to have better understanding of SEND threshold
- Better phase panel meetings – more focused on actual issues

- Meadlands has benefitted from support from Ivan Pryce and Maria at St Richards, ask and top quality support is out there!

## **2. Day to Day Support**

### **2.1 What is working well?**

- Quick response – through SPA to EHS
- Regular visits to school by EHS
- Dedicated staff in school
- Good relationships with parents
- Good relationships with therapists (OT, SLT, EP)
- EP service – CPD for whole staff
- Children’s Wellbeing service
- SPA to CAMHS
- Relate being commissioned to do additional children’s counselling – very effective, quick and helpful
- Action Attainment charity – great
- Linking with another school

### **2.2 What are you worried about**

- Recruitment and retention of support staff
- Difficulty when quality of support ie from EHS is down to the individual – not always good quality and lack of knowledge of other agencies
- Finding staff to have capacity to run interventions
- Growing numbers of children with anxiety and SEMH needs
- Paperwork – SEN support plans/records
- Unwieldiness of EHCP documentation
- Lack of funding
- Behaviour plans etc
- Not enough time
- Can’t keep up with paperwork – too much demand day to day
- Recruiting quality TAs/LSAs/ELSAs
- Lack of time to do face to face with children or observations

## 2.3 What do you need?

- Annual reviews need to happen – lots of kids have too many hours
- Accessing provisions – can't unless have an EHCP – becomes a barrier
- Training is great but lots of schools are now very tight on budget so supply cover can be a problem. There could be a fund schools could apply for
- Quality of support
- Focused LSA support and training
- Response from phone calls/emails – acknowledgement
- Improved communication from SEN department
- Much better knowledge from SEN caseworkers
- Improved communication between CAMHS and schools
- SEN grant in nursery is very difficult to access
- Need assessments to be made when requested (not 2/3 years later)
- Consistency of SLT especially in EYFS
- Conflicting comments from different professionals
- EPs making comments about CAMHS
- More staff working IN schools, not just advice
- POOR COMMUNICATION – CAMHS not working well for us! Sometimes we don't know they are attending (GP referral), sometimes we refer and turned down
- Outreach time to deliver intervention for a sustained period (like Richmond used to do!)
- Give access with SRPs without a plan
- Children who do not have obvious ASD/ADHD needs not being met
- Not enough pots of £6,000
- “Visiting professionals” means additional group rooms and spaces around the school – huge problem
- Caseworkers linked to need – please
- Money and time
- Paperwork reduction
- Better efficiency from case officers
- Better identification in nurseries

## 3. Difficult Times

### 3.1 What is working well?

- School staff are adaptable
- Primary behavior visit? Team?
- Positive school staff
- Willingness of staff to be inclusive
- Pupil reintegration team
- Pathway planning for our SEN children in Early Years

- Integration Support Service
- Transition to Year R
- SENDIASS

### 3.2 What are you worried about?

- ADHD support – hands-on intervention – there is none!
- Difference in advice provided by advisory groups and opinion of school re EHCP
- Alternative/appropriate support when EHCP application is rejected
- Impact of various parent groups
- Number of tribunals
- Parental expectations
- Inflated scores for E&M at KS2 – not reflective of actual ability
- Managing parental expectations
- Undiagnosed needs coming into secondary
- Behaviour difficulties – PDA
- Lack of speech and language support
- Early intervention
- Box ticking – to gain support on other services
- Timeline – takes too long
- Staff changes in SEN case workers
- Working between different boroughs/LEAs – eg with different systems and form/with GP in different borough
- Impact on staff – stress – effectiveness of their teaching for other children
- Impact on the other children

### 3.3 What do you need?

- Transition day not effective enough – not all turn up
- 20 weeks is supposed to be maximum time not the timescale. This is a problem for very vulnerable students
- Online training
- Funding for earlier intervention
- Temporary “managed moves” between schools if considered in CYP’s best interest
- Secondary PRU
- More joined up working between schools and parent carer group
- Secondary Behaviour Unit
- Effective and quick response for school refusers
- Structured support for in year admissions/assessment places
- Reinstatement of vulnerable pupil fund
- Funding for staff – not enough bodies to cover EHCPs waiting (first £6,000)

- Proactive approach in training – it doesn't turn into a crises.
- Extend SEN nursery fund through to Reception
- Clearer pathways/routes to access help
- Training
- Outreach
- Outreach outside of borough
- Family support referral process more attainable
- Boroughs/LEAs to work together when requesting an EHCP
- More training and information from subject panel meetings
- Parity of EHC numbers

#### 4. Educational Psychology

##### 4.1 How do you think your school could benefit from systemic support from the EPS?

- Individual EPs work differently
- Our EP used to work with groups of children and train groups of staff – no capacity for this now
- Consistency of EP – too many changes. Again rely on the quality of the individual.
- A team of EPs “on call” (someone else disagreed with this)
- EP training parents
- More assessments – practical advice – direct work with child and LSA to train. Less waffle at meetings
- Core time goes on assessments for EHCPs, bureaucratic process – 2 EP reports
- Have a menu of activities that schools could access
- Plans/training
- Consistency at panel
- Groups for parents
- Parent information training – maybe centrally
- Phone calls to parents to advise, avoid meeting times
- Parents seem to expect/demand much EP involvement at EHCP meetings and paperwork = expensive
- More assessments to pinpoint needs to highlight training
- Co-running specific groups eg working memory group
- Proactive approach to training
- We don't feel that we can afford as much EP guidance and observation on SEN support kids as we need – it would be hugely valuable
- Toolkit of evidence based interventions to try
- Direct work with the children
- Small group sessions on self-management
- Reports take far too long – too many hours
- Should statutory work come out of your EP hours!

- Good quality training
- Move proactive work in feeder nurseries before children reach school

## 5. EHCPs Progress

### 5.1 What is working well?

- Working with some other agencies
- 12 monthly outcomes – except that they are not updated by borough
- Description of strengths and needs
- EHCPs can give clear guide to target setting
- The inclusion of section A but it needs more work
- EHCP review form is clear and easy to complete
- Clear outcome for the student
- Child centered

### 5.2 What are you worried about?

- Badly written
- Are parent's rights trumping those of the child?
- Annual Review paperwork has not been updated to a draft EHCP. Every year they are not updated
- Too long to get updated EHCP following reviews – if at all!!!
- Impact of GDPR – obstacle to joined up thinking and links
- Paperwork and EHCP meetings take up a huge amount of resource – staffing/EPs/parents
- High turnover of case officers
- High caseworker work volume makes response time slower than ideal
- Quality of plans could be better – the best are done by SENCOs!
- Lack of understanding from parents re funding
- Real concern that with tight resources in school EHCPs getting it all, SEN Support are not getting fair share
- Expectations to set long term outcomes
- EHCP do not reflect current needs if not updated at annual review
- Organising outside agencies to meet
- No health involvement in plans
- EHC process eats away at very limited EP time
- Unequal distribution of pupils with additional needs amongst schools
- Mistakes in plans and then slow communication from SEN
- Limited health involvement/impact
- Not clear
- 100-150 hours work for schools to apply

- Caseworkers staying up-to-date
- Workload and pressure on teachers
- Parents misunderstand the role of SEN caseworker and their expertise/lack of
- Financial implications of supporting children with SEN regarding impact on education of all pupils
- Agenda being shaped too much by parent groups
- Variety in way EHCPs have been drafted – too varied in parental input
- Paperwork workload

### **5.3 What needs to happen to support better outcomes for children and young people?**

- AfC website difficult to find things!
- Involvement of all services identified on EHCP – including health!
- First year in any specialist provision should be an “assessment” place!
- Children should be able to access special provision without EHCPs
- AfC to ensure that all users have USOFX (GDPR)
- Consistent case officers who know the family
- Higher skilled caseworkers
- Check what other borough’s EHCPs look like to improve
- Interim high needs funding to schools prior to plan being agreed
- Speech and language provision
- More joined up between education and health
- More assessment plans, would reduce need for rushing EHCPs through in Early Years
- All agencies need to set targets that relate to the EHCPs or why are the outcomes there?
- AfC/case officers should lead on rewriting EHCPs as its too onerous for schools