

**Schools Forum
January 2019**

Update on SEND Action Plan

1. Purpose of report

To provide an update to the Forum on progress against the SEND Action Plan

2. Context

In April 2018 the Director of Children's Services commissioned a review of the council's preparedness to test out the effectiveness of SEND practice prior to an Ofsted Inspection of how well it supports children and young people with special educational needs and/or disabilities (SEND). The outcome of this review highlighted significant issues which included:

The attached updated Action Plan (appendix 1) provides details of progress against the recommendations arising out of the review and will inform the LA Self Evaluation Framework. The Action Plan has been revised to remove those recommendations implemented and an updated timescale will be set for those which remain amber or red.

Green.

- 1) Strategy and Vision:
 - a) Development of an Inclusion Strategy.
 - b) The Strategic Education and Inclusion Board has set priorities for SEND and vulnerable groups via the strategic groups, including measuring the impact of any projects/ initiatives.
- 2) Meeting the needs of vulnerable children and young people.
 - a) Alignment of Access and Achievement teams to localities and b) the development of a nurture plus provision to support school readiness will be addressed by the development of the Locality Model (see related agenda item).

3. Recommendation

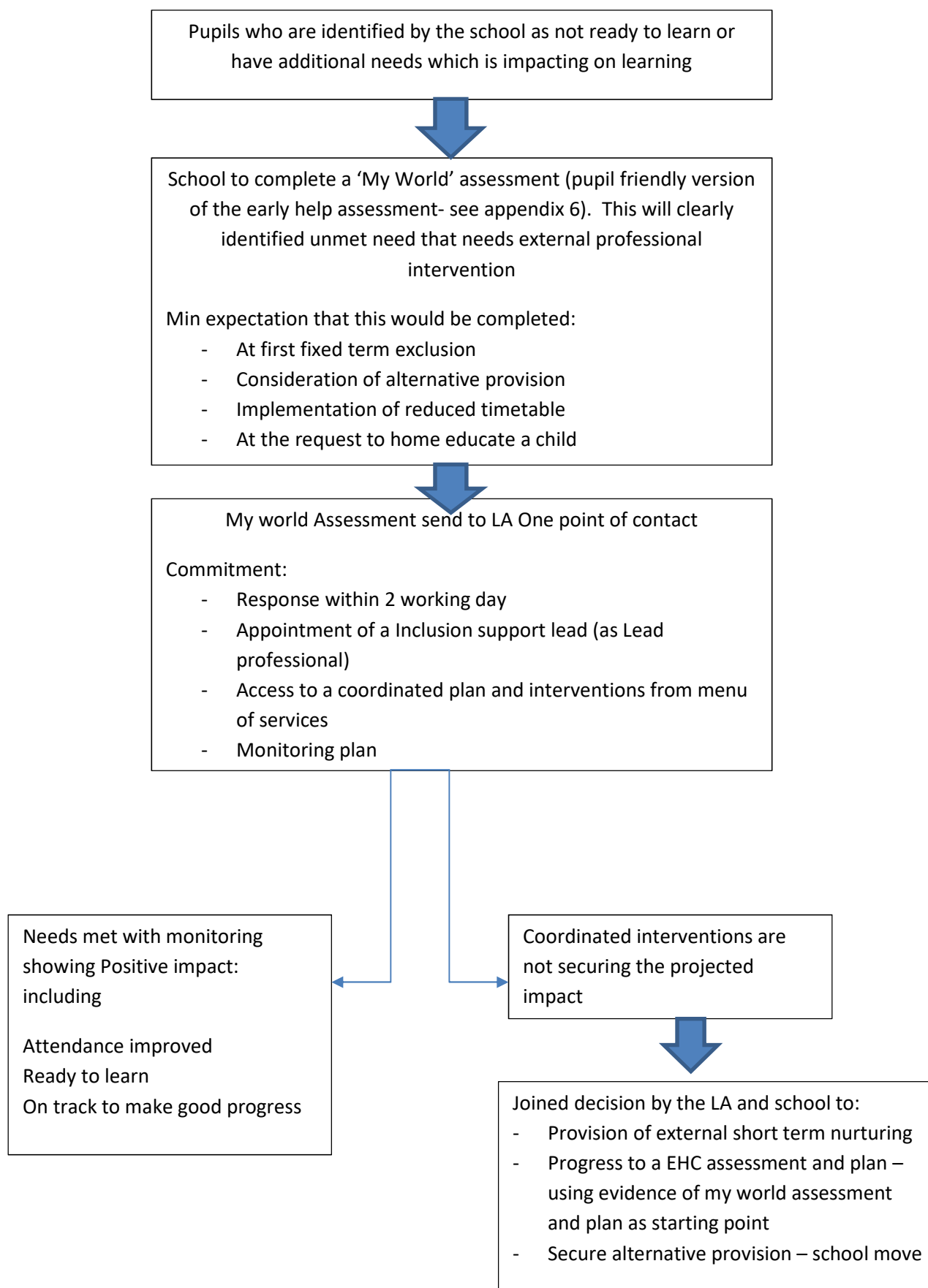
That School Forum note the progress made.

Appendix 1 – Overview of proposed activity across all three strands of the proposed model

Develop a strong collaborative approach between the Local Authority and schools	Developing integrated multi agency locality offer	multi-disciplinary comprehensive approach
<p>This will include:</p> <p>Leadership programme – provide by an external provider engaging with LA and school leaders with the aim to develop shared values, understanding and collaborative approaches. This programme would include engagement with MAT Chief Executives and governor Boards</p> <p>Proactive collation and use of data to take collective action – rigour in performance management processes</p> <p>Development of research projects (through partnership with universities) to develop a evidence based approach and thinking around key themes and issues</p> <p>Research in Action through the development of Action Learning Sets to explore and plan around themes and issues etc. linked to leadership programme and opportunities for developing middle leaders</p> <p>-</p>	<p>This will include:</p> <ul style="list-style-type: none"> - Strengthening partnership response to locality needs (if your locality was 100 children) and partnership offer well communicated/planned together and <u>easy to access</u>. Focus on emotional well being and health as the golden thread throughout the offer and improving relationship between social care and schools. - Create one point of contact – skilled and knowledgeable on pathways and support to effectively broker the right support early - Review of policies and procedures especially behaviour and attendance, exclusions, safeguarding and SENDI – and a planned structure to be regularly reviewed. Disseminate good practice on these policies through school improvement professionals - Transition support – sharing information: develop clear protocols between Health Visitors and early Early Years/schools (through the re-commissioning of the health Childs programme); Early Years provision and schools, school to school - Focus on language development throughout education experience and preschool – including engagement with parents - Rigour in supervision and support to staff in school who support vulnerable pupils – 	<p>This team will be set up for 12 months and will inform the development of the sustainable Walsall Right for Children Operating model and in particular the locality partnership offer.</p> <p>Evaluation will be undertaking using a research based approach with all pupils referred to the programme being tracked. See appendix 2 for pathway</p> <p>Menu of intervention will include:</p> <ul style="list-style-type: none"> • ASD and associated anxiety – diagnosis and respond through a specialist practitioner. School refusers – intervention and short term teaching offer. • Easy access to CYGNET by provided additional capacity (linked to support with trained staff in schools) • DROP IN SESSION for parents who have children with ASD • Speech and language – spot purchase quality provision • Mentoring – connecting young people to possible activities – aspirational • Sexual harmful behaviour • Protective Behaviours • Violent crime prevention work – risk management/resilience • Trauma informed nurturing interventions • Exploitation – vulnerability offer • SEAL • Mediation

	<p>learning from EH school support – what worked? What can we build on?</p> <ul style="list-style-type: none"> - Recording information consistently – use of different system – data understanding and sharing information (centralisation) - - Parent voice and action - whole family working: what would make a difference? - Use curriculum development and new expectations around the PSHE programme to help developing a whole school approach to 	<ul style="list-style-type: none"> • RP • Play therapy/art therapy • Counselling <p>Note: the menu of intervention is informed through current knowledge of demand. As this is limited the menu will be flexible and responsive to identified need during the life of the programme.</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> - Strong leadership with shared goals between LA and Schools - Evidence based decision making - Maximising use and sustainability of resources 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Less children missing from education of Missing education - Less Exclusions - Better attendance - Children, young people and parents telling us they feel supported - Strong collaboration at a locality level - Consistency in quality of provision 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Less exclusions - Less children on reduced timetables or children being on a reduced timetable for a shorted amount of time - More quality Education Health And care plans - Better quality assessment and plans

Appendix 2 - Overview of proposed pathway to support children identified at risk of missing education or missing from education



Appendix 4 – Detailed overview of the Multi- agency team

Post	Qualifications/experience	Role	FTE	Contract type	Line management	Notes	Approximate costs for 12 months LA funded	Costs for 12 months school forum funding
Inclusion support leads	Senior Family Support practitioners with a extensive experience in overseeing Early help assessment and plans and good understanding of locality working and resources in communities	Lead professional – Coordination an monitoring of plans Each coordinator will take on responsibility for one locality and will be the one point of contact for schools within this loclaity	4FTE	Fixed term	Line managed by Advisory Support Team Manager With line management support from EH team manager	We would use some of the good practice developed by Early help School Support Advisors but put the focus on coordinating help and support for identified young people.		XX
Specialist Senior EP posts	Qualified Educational Psychologist with experience of leading/facilitating multi-agency project/development work. Experience of systems level work to promote inclusion and develop SEMH practice.	Supervision of other specialist members of locality model, including AEP. Support in identifying training and development needs and delivering support/training for services, schools and communities. Facilitate multi-agency approach (including joint formulation of	2 FTE	Permanent contracts	They would sit under and be line managed by the Lead EP.	These posts have already been agreed within a new EPS structure but have not yet been created – this provides an opportunity to align these two post to the proposed model. (LA has identified	£104k	

		needs and action planning) for CYP with complex needs requiring TAC support.				sustainable funding for these posts)		
Assistant EP posts	Psychology graduate with experience of working with school settings. Experience of multi-agency development work.	Research skills to complete literature reviews and identify evidence based interventions. Support to evaluate impact of interventions. Provide academic write up of interventions and approaches for relevant journals so Walsall learning and good practice can be shared nationally. Supporting delivery of group and individual therapeutic interventions for CYP supported through TAC approach with supervision provided by SSEP.	2 FTE	Fixed term contracts	They would be line managed by SSEP and sit within the EPS	These posts should be very attractive for applicants. Applicants are typically people who are trying to get onto the doctorate training course for Educational Psychology and will be psychology graduates. They will typically be looking for 1 or 2 years of experience. These would also provide an opportunity to ensure we develop our EP resource (grow our own as it has been difficult to		60K

						recruit to EP posits)		
Specialist Inclusion Support Lead for Autism	Qualified teacher. Specialist qualification/training related to ASD. Experience of multi-agency development work.	Develop and deliver evidence based training and development programmes in school and community settings. Advise on the use of evidence based approaches to support CYP with ASD at school and at home. Provide support to CYP, families and school staff for CYP receiving support through TAC approach.	1 FTE (G8)	Temporary contract or offered as a secondment opportunity. Or possibly a service commissioned from Rushall Inclusion Advisory Support or Birmingham PSS or a Walsall special school.	Line managed by Advisory Support Team Manager, SEND. Supervision provided by SSEP within localities.	May be unlikely to attract applicants for a temporary contract post.		45k
Specialist Inclusion Support Worker for Autism	Extensive experience of supporting CYP with ASD. Experience of multi-agency work. Experience of working with CYP and staff in school settings.	Support the delivery of evidence based training and development programmes in school and community settings (e.g. drop in sessions for parents with ASD). Provide support through a coaching and modelling approach to families and school staff.	1 FTE (G7)	Temporary contract or offered as a secondment opportunity. Or possibly a service commissioned from Rushall Inclusion Advisory Support or Birmingham PSS or a Walsall	Line managed by Advisory Support Team Manager, SEND. Supervision provided by SSEP within localities.		XX	

				special school.				
Mentor	Youth worker with extensive experience of working with young people in school setting	Support the delivery of consequential thinking interventions, Cognitive behaviour and crime prevention programmes to young people.	1FTE (G7)	Re deploy resource from current youth work resource	Line managed by Advisory Support Team Manager Supervision provided by EH Team manager		XX	
Parenting worker	Family support worker trained in a suite of evidence based parenting programmes	Lead on the delivery of parenting programmes for children referred including understanding your teenager, Cygnet and PACE Support capacity building and sharing of good practice in school in engaging parents in delivery of parenting programmes	2 FTE	Family support worker seconded to this team	Line managed by Advisory Support Team Manager Supervision provided by EH Team manager		XX	
Specialist Inclusion Support Lead for Curriculum planning and assessment	Qualified teacher. Extensive experience of successfully working with CYP with complex learning needs. Good understanding of national curriculum, assessment requirements,	Provide support and challenge to schools and settings through delivery of training, monitoring and quality assurance visits and sharing of resources and good practice	1 FTE	Temporary contract or offered as a secondment opportunity. Or possibly a service commissioned	Line managed by Advisory Support Team Manager, SEND. Supervision	May be unlikely to attract applicants for a temporary contract post-solution through seconded position		£45K

<p>(for children with complex needs)</p>	<p>effective differentiation and a commitment to inclusion.</p>	<p>(including support to SENCos through SENCo forum workshops).</p>		<p>from Rushall Inclusion Advisory Support or Birmingham PSS or a Walsall special school.</p>	<p>provided by SSEP within localities.</p>			
<p>Specialist Inclusion Support Lead for Physical, medical and Health needs</p>	<p>Qualified teacher? Extensive experience of working successfully with CYP with complex physical, medical and health needs. Secure understanding of national guidance and policy related to support for CYP with physical, medical and health needs.</p>	<p>Provide support and challenge to schools and settings through delivery of training, monitoring and quality assurance visits, identifying appropriate equipment and resources and sharing resources and good practice (including support to SENCos through SENCo workshops).</p>	<p>1 FTE</p>	<p>Temporary post or offered as a secondment opportunity. Or possibly provided by H Little.</p>	<p>Line managed by Advisory Support Team Manager, SEND? Supervision provided by SSEP within localities.</p>	<p>Some of this role is currently provided by Hilary Little (Lindens Outreach) and funded through the Council's commissioning of ARP places at Lindens. It would be helpful if the nature of this role is extended slightly to include support and challenge to schools regarding their policies, admissions and support for these CYP. Some of the role may also be</p>		<p>£45K</p>

						provided by Shepwell.		
Specialist Inclusion Support Lead for Nurture and Wellbeing	<p>Qualified teacher.</p> <p>Extensive experience of working successfully with CYP with mental health needs and those who are vulnerable including CYP with attachment needs and those who have experienced trauma.</p> <p>Awareness of approaches to support positive mental health and wellbeing.</p> <p>Experience of multi-agency work.</p>	<p>Provide support and challenge to schools and settings through delivery of training, monitoring and quality assurance visits and sharing of resources and good practice (including support to SENCos through SENCo forum workshops).</p> <p>Responsible for leading practice across Walsall, including being responsible for sharing the latest evidence based approaches.</p>	1 FTE	Temporary contract post or offered as a secondment opportunity.	Line managed by Advisory Support Team Manager, SEND. Supervision provided by SSEP within localities.	May be unlikely to attract applicants to a temporary contract post.		£45K
Specialist Inclusion Support Worker for Nurture and Wellbeing	<p>Extensive experience of supporting CYP with attachment needs and those who have experienced trauma.</p> <p>Experience of multi-agency work.</p> <p>Experience of working with CYP and staff in school settings.</p>	<p>Support delivery of school based training, parent support work and community programmes.</p> <p>Provide 1:1 mentoring support in school or at home/community settings.</p> <p>Provide coaching and modelling support to families and school staff.</p>	1 FTE	Temporary contract post or offered as a secondment opportunity.				£?k

Home teachers	Qualified teachers. Experience of supporting children with complex needs who are temporary not able to access learning in a school environment.	Provide readily available teaching at home to maintain continuity and access to learning whilst longer term support is engaged for CYP who are not able to access school due to complex needs, including SEMH needs.	Bank of flexible, as required.	A commissioned service from an existing provider or Walsall school.	Depends on how service is provided.	We need to identify what is and is not provided by Shepwell at present and whether any of our schools have additional teacher capacity that could be used flexibly for this purpose. Needed for Primary and Secondary with a focus on PSHE and basic literacy and numeracy skills.		?
Speech and language support								
Admin support	Experience of working in Childrens services and have access to recording systems	Help with recording and monitoring and Mosaic workflow	1FTE			50% funding from LA 50% funding from school forum		

Appendix 5 – Sustainable Walsall Right for children operating model (as part of the transformation programme)

Our WR4C Toolkit:

PARENTING PROGRAMMES

PACE

FREEDOM

DA VICTIM SUPPORT

SPECIALIST ADOLESCENT SUPPORT

FGC

TARGETTED YOUTH WORK

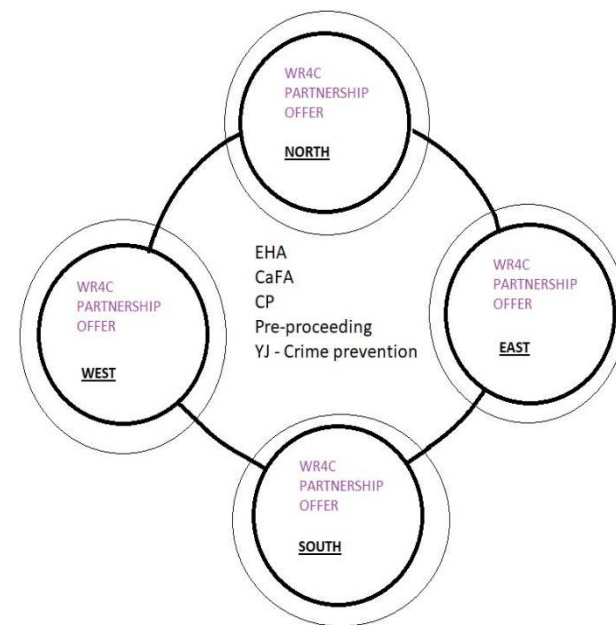
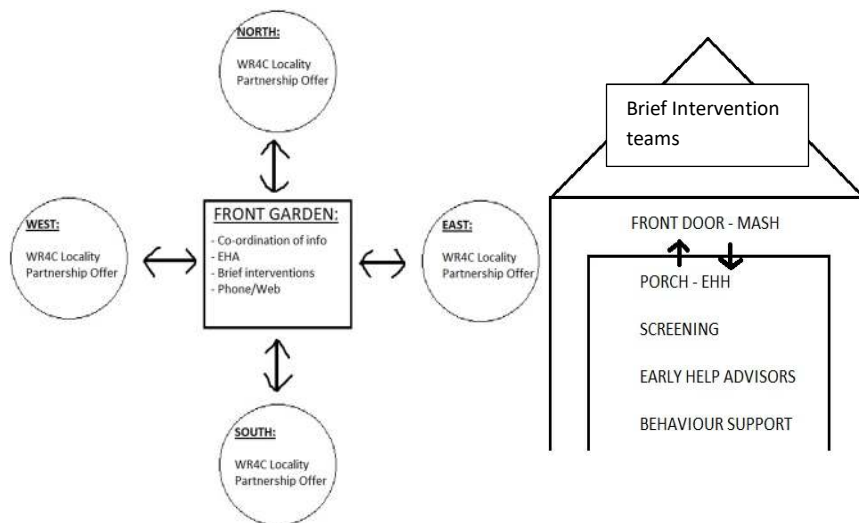
PAUSE

FRIENDS

TARGETTED PLAY

ASPIRATIONAL ENTITLEMENT FOR ALL CHILDREN SO THEY CAN BE: HAPPY, SAFE AND LEARNING WELL

- PUPIL VOICE IS CRUCIAL AND AT THE CENTRE OF TRANSFORMATION
- CONSISTENT LANGUAGE ACROSS ALL SERVICES
- USE OF DATA AND INFORMATION SHARING TO TAKE THE RIGHT ACTIONS
- GOOD LEADERSHIP IN SCHOOLS, DRIVING WR4C VISION AND STANDARDS (INCL. GOVERNORS)
- EVIDENCE-BASED INTERVENTIONS TO ADDRESS NEEDS



Contribution to inclusion strategy:

- Collaborative working and partnership accountability in responding to the needs of children who experience barriers to education or making good educational progress
- Good inter agency partnership training offer including Restorative practice and trauma informed practice ensuing common language and understanding leading to better identification and consistent practice

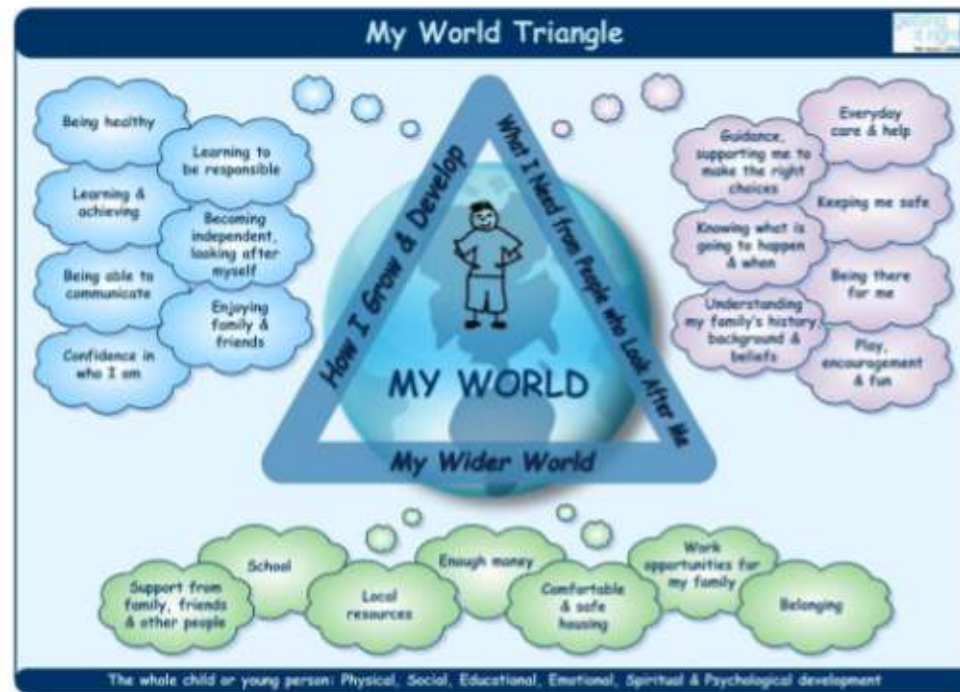
Contribution to inclusion strategy:

- Co-location of key professionals providing better opportunities for information sharing and collaborative working
- Protocols on sharing info at key transition stages
- Visibility and accessibility of social workers in schools

Appendix 6

'My world Triangle was developed by the Scottish Government as their consistent multi agency assessment tool in 2005. The use of it has enabled practitioners to assess strengths and pressures in all aspects of a child's life. The triangle is evidence based and has been developed from a knowledge and research base of children's development.

We want to test the use of this as an alternative to the current early help Assessment. If successful we will replace the EHA with this tool and resources.



The *My World Triangle* introduces a mental map which helps practitioners explore a child's experience and identify needs and risks to a child's well-being. These are recorded as strengths and pressures. Often there are interactions for a child between different parts of the child's whole world.

Action Plan – SEND review January 2019

Recommendation (what needs to be done?)	How?	Who?	By when?	Impact measure (how will we know that it has made a difference?)	Progress (Red, Amber, Green)
Strategy and Vision					
There is a need for a clear vision supported by an accountability structure to ensure appropriate management oversight.	<ol style="list-style-type: none"> 1. Consult with partners (education, social care, health and parents) on the vision for education in Walsall. 2. Draft the vision as part of Walsall's Inclusion Strategy 3. Seek endorsement by the council and partners 4. Publish the vision and strategy 5. Workshops to launch and engage 	AD A&A	<p>September 2018</p> <p>October 2018</p> <p>November/December 2018</p>	<p>Earlier identification of needs (children and families). Fewer exclusions. Fewer children and young people without a school place. Locality teams working across children's services.</p>	<p>Green</p> <p>Currently out for consultation with all partners.</p> <p>Due to be published by the end of January 2019</p>
The Strategic Education Inclusion Board should consider revising the role and remit of the Strategy Groups and ensure that every group attends to priority themes (SEND, Recruitment and Retention, Vulnerable learners and Transitions).	<ol style="list-style-type: none"> 1. Consult with the SEIB on recommendations 2. Ensure the strategy groups are focused on the priority themes 3. Develop performance measures to assess the impact of the activities around priorities 4. Ensure the Board has an action plan to determine resource and outcomes by which to measure impact. 	<p>AD A&A</p> <p>Head of SI Inclusion officer/Da ta team</p> <p>Chair of board/ Head of SI</p>	<p>September 2018</p> <p>September 2018</p> <p>September 2018</p> <p>November 2018</p>	<p>The SEIB monitors and challenges performance against impact measures</p> <p>All schools engaged in school-to-school support aligned to the priorities. Regular reports by the Strategy groups to the Board on activity/ outcomes and impact on priority themes.</p>	<p>Green</p> <p>Green</p> <p>Amber</p> <p>Green</p> <p>The strategy groups have submitted proposals aligned to the priority</p>

Action Plan – SEND review January 2019

Recommendation (what needs to be done?)	How?	Who?	By when?	Impact measure (how will we know that it has made a difference?)	Progress (Red. Amber Green)
					areas with clear impact measures.
<u>Systems and structures</u>					
The LA should only use Capita and Mosaic for information on children and young people and focus their efforts on ensuring the appropriate teams have access to both systems.	<ol style="list-style-type: none"> 1. Ensure all teams are trained and skilled in using the Capita/ Mosaic (as appropriate) 2. Identify 'superusers' across children's services who can access both Capita and Mosaic. 	<p>Transformation team</p> <p>ADs</p>	October 2018	<p>Staff confident in using Capita/ Mosaic to inform planning and identification of need.</p> <p>All Childrens Services teams will have at least one superuser to support access to both systems.</p> <p>Teams will no longer use spreadsheets for their own data.</p>	<p>Amber</p> <p>Amber This is part of a wider transformation programme for all CS.</p> <p>Amber There are still parts of the service using their own spreadsheets.</p>
The EHCP assessment process should move to an electronic system as a matter of urgency.	<ol style="list-style-type: none"> 1. Commission a project to consult, identify an appropriate system, pilot and implement. 2. Ensure multi-agency training for all users 	AD A& A /Head of QA/PI	December 2018	<p>Compliance with statutory timescales will improve.</p> <p>Greater engagement with partners.</p>	<p>Amber Pilot implementation of One Objects to take place January to include</p>

Action Plan – SEND review January 2019

Recommendation (what needs to be done?)	How?	Who?	By when?	Impact measure (how will we know that it has made a difference?)	Progress (Red. Amber Green)
				Reduction in complaints. Improved quality of plans.	stakeholders and parents/carer. Full implementation by March 2019
<p><u>Support for families</u> The Independent Advice and Support Service should be commissioned from an alternative provider to ensure independence, sustainability and increase the capacity.</p>	<ol style="list-style-type: none"> 1. Work with NCB to identify an alternative provider for SENDIASS 2. Transfer service. 	Head of SEND	December 2018	Parents/ carers will be able to access timely, independent support and advice. Reduce the need for parents to seek (and pay for) external advice and support. Parents/ carers report an improvement in the accessibility and quality of the service. More parent/carers accessing the service.	Red Ongoing discussions with NCB have been slow to identify a solution.
The LA should identify the resource to update the Local offer website and identify where responsibility for this will be managed in the future.	<ol style="list-style-type: none"> 1. Identify the resource to improve and manage the local offer website 	Head of QA/PI	October 2018	Parents and partners report greater satisfaction in finding and using the website.	Red This will be addressed as part of the new model for A&A.
<p><u>Meeting the needs of vulnerable children and young people</u> A robust pathway should be developed with schools and</p>	<ol style="list-style-type: none"> 1. Review the Fair Access Panel protocol 		September 2018 September/October 2018	Fewer exclusions. Fewer children and young people out of school or without a school place.	Amber The FAP has been reviewed and new process will be implemented by

Action Plan – SEND review January 2019

Recommendation (what needs to be done?)	How?	Who?	By when?	Impact measure (how will we know that it has made a difference?)	Progress (Red. Amber Green)
partners to ensure children and young people out of school can access appropriate education in a timely manner.	<ol style="list-style-type: none"> 2. Consult with schools on a graduated approach to meeting the needs of vulnerable CYP 3. Align all Access and Achievement teams to localities 4. Develop a nurture plus provision to support school readiness 		<p>August 2018</p> <p>January 2019</p>	<p>Fewer requests for EHCP/specialist placements</p> <p>Easily accessible advice and support to schools/parents.</p> <p>All KS1/2 at risk pupils in nurture plus placements</p>	<p>end of January 2019</p> <p>Amber</p> <p>Green</p> <p>Transformation project has developed a model for consideration by Schools Forum.</p>
A review of the Behaviour Support Service should be commissioned to ensure it is fit for purpose in supporting children and young people at risk of exclusion.	<ol style="list-style-type: none"> 1. Realign BSS team to localities. 2. Review the roles and functions of the team. 3. Consult on revised model of delivery. 	<p>Head of BS</p> <p>AD</p> <p>A&A/HR</p> <p>AD A&A</p>	<p>August 2018</p> <p>September 2018</p> <p>October/November 2018</p>	<p>More responsive and accessible advice and support for schools/parents.</p> <p>Fewer exclusions.</p> <p>Improved attendance and less persistent absence.</p> <p>Fewer referrals for EHCP</p>	<p>Amber</p> <p>School Forum to support joint funding for the new Locality Model as part of a Right for Children graduated response.</p>
Review the role and remit of New Leaf as part of a graduated response.	<ol style="list-style-type: none"> 1. Work with the Academy sponsor to develop criteria for KS3/4 PRU provision 	AD A&A	January 2018	Clarity of cohort for commissioned places.	<p>Amber</p> <p>No sponsor has been identified</p>

Action Plan – SEND review January 2019

Recommendation (what needs to be done?)	How?	Who?	By when?	Impact measure (how will we know that it has made a difference?)	Progress (Red. Amber Green)
				No KS1/2 students placed in PRUs	however, the TAS is monitoring progress against the Ofsted recommendations. A further piece of work will be commissioned to support the development of a coherent graduated response
<p><u>Effective Partnership working and commissioning</u> Work with the CCG to improve access to CAMHS and referral through GPs to ensure consistency.</p>					
<p>A single transitions pathway, which identifies key transition points for all children and young people with SEND is needed.</p>	<p>1. Identify current panels and decision-making processes and streamline.</p>	<p>Head of QA/PI AD EH/ AD A&A/ AD CSC/ CGG</p>		<p>Fewer panels. Greater clarity of decisions. Quicker placement Tripartite funding arrangements</p>	<p>Amber. Panels have been mapped and work is underway with the CCG to look at how we streamline and make decisions</p>

Action Plan – SEND review January 2019

Recommendation (what needs to be done?)	How?	Who?	By when?	Impact measure (how will we know that it has made a difference?)	Progress (Red. Amber Green)
	2. Agree funding arrangements with health (s75)	commissioners			<p>around commissioned places. All-aged disability work will support this.</p> <p>A MoU has been drafted for consideration and sign off by the CCG and Council</p>
Develop a framework for integrated working which identifies need against provision supported by the Team Around the Child approach that provides a graduated multi-agency response	<ol style="list-style-type: none"> 1. Review existing arrangements 2. Work with health to extend the TAC approach into schools 3. Develop the locality teams 	Head of Transformation/AD A&A	December 2018	Parents/carers and schools report improved satisfaction with LA/Health services in their local area.	<p>Amber.</p> <p>Working with all stakeholders (CCG, CAHMS, Schools and parents/carers) to implement a more holistic approach.</p>