**SEND and Inclusion Strategy for 2019-2024**

Implementation Progress Report

No. 4, January 2021

# Introduction

In collaboration with a diverse range of stakeholders, the County Council worked to agree the core vision and key priority areas that will drive our ambition for improving provision for our children and young people. The SEND and Inclusion Strategy for 2019-2024, which arose from the analysis of our data and the feedback from our stakeholders, sets out our vision, strategic priorities and key activities for our work. The over-arching strategy is underpinned by detailed plans against each priority, enabling stakeholders to be informed and challenge the progress we are making. We are committed to enabling, challenging and supporting all schools to be inclusive so that best outcomes are achieved for all pupils and agreed to share our progress on a termly basis. This is the third termly report and covers the period September 2020 to 31st December 2020.

## Project Management

The SEND and Inclusion Strategy Board Autumn term meeting was held virtually due to Covid-19. Despite the restrictions the project has continued to make good progress against all planned projects tasks. The Project has also made decisions to advance some workstreams such as Transition Management and to include the development of Special School Admissions Guidance, Banding Descriptors and Budget guidance in the Project Scope.

## Support for SEND

The ‘Ordinarily Available Inclusive Practice’ (OAIP) guide is currently being piloted across West Sussex in mainstream schools and settings with an understanding of the types of everyday support and adaptations that can be made as part of normal teaching practice. The term ‘ordinarily available’ originates from the SEN Code of Practice and refers to the support that mainstream schools or settings should be able to ‘ordinarily’ provide through their agreed funding and resource arrangements.

The OAIP guide was developed through a Task and Finish group and is available on the Tools for Schools website. Communications and online information sessions about the pilot were held in October and a [recording is available on Tools for Schools](https://schools.local-offer.org/information-sessions/) for staff training sessions.

Consultation sessions have also been held with early years and post 16 practitioners to ensure the OAIP is relevant to all education age phases. An early years annex has been created for the OAIP to provide information on some specific strategies for our youngest children – this is available on [Tools for Schools.](https://schools.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/section-two-annex-ordinarily-available-inclusive-provision-guide-for-children-within-the-early-years-foundation-stage/)

Online surveys to gain feedback on Tools for Schools, OAIP and Inclusion Framework content, use and impact are live until February half term. Further feedback will be captured at the beginning of the summer term. We will then update the relevant resource using feedback from the pilot. To date, stakeholder feedback has been extremely positive.

An individual needs form is now being developed, to provide schools and settings with a good practice template for capturing the assess, plan, do, review cycle for pupils with additional needs. Schools in the Burgess Hill and Hassocks localities are initially working with us to co-develop this draft template, which will then be shared with the task and finish group. The hope is that the template will provide evidence that will be beneficial when making requests to advisory teams and specialist surveys.

## Culture for Inclusion

Our four recently appointed SEND Advisors are now beginning to make an impact across West Sussex in ensuring that the tools that have been developed by the project are used effectively and the desired cultural changes across West Sussex take place and that consistency is established across all settings.

To provide schools with an opportunity to examine their SEND practice, a draft SEND review model has been produced and will be piloted once COVID 19 restrictions allow.

The aim of the West Sussex Inclusion Framework is to facilitate useful and constructive discussions to highlight good practice and inform whole school and setting development. The Inclusion Framework document has been published and copies were sent to all West Sussex schools and education settings. More information about the [Inclusion Framework](https://schools.local-offer.org/inclusion/inclusion-framework/) can be found on the [Tools for Schools website](https://schools.local-offer.org/" \t "_blank). The document is designed to be used flexibly, in a way that is relevant to a school or setting and will best support its development journey. The framework is also aligned to the Ofsted Education Inspection Framework.

We are receiving feedback that the document is achieving its objective of being a powerful tool to support colleagues at any stage in their inspection cycle.

Free online [peer support sessions](https://schools.local-offer.org/inclusion/inclusion-framework/inclusion-framework-peer-support-sessions/) are being held to provide schools and settings with support on their inclusion development journey. The inclusion framework is used as a reference point for each session. The peer support sessions have been well received. For example:

“It’s exactly what you want: present your ‘sticking’ point and then use the groups experience and knowledge to build a plan.”

“We all learn from each other. Great to hear that others have similar issues.”

## Tools for Schools Website

The concept of our ‘Tools for schools’ website was developed by schools and education settings through the task and finish groups, as part of a request to have quicker access to reliable and useful information to support those with additional needs. The website is organised into the following 4 main areas:

[Inclusion](https://schools.local-offer.org/inclusion/): Inclusion Framework; inclusive practice; disadvantaged groups; celebrating inclusion.

[SEND toolkit](https://schools.local-offer.org/send-toolkit/): Ordinarily Available Inclusive Provision (OAIP); the ‘assess, plan, do, review’ cycle; SEND roles and responsibilities; additional SEND strategies, information and links.

[Child’s journey](https://schools.local-offer.org/childs-journey/): Transition; person centered planning; voice of child / parent; home school partnership; journey to independence.

[Team around the school](https://schools.local-offer.org/team-around-the-school/): Teams that support schools; training and development, locality and area support, news and views.

To enable users to easily return to useful information, the website also contains a ‘Pin Board’ feature. The Tools for Schools platform enables its content to be accessed by the general public, as families may also find some of the information on the website useful. The platform is continually updated in conjunction with all our partners to ensure it is the ‘go-to’ resource for staff – this will include a view on the current working title ‘Tools for Schools’. The site will be formally launched in September 2021 alongside the OAIP and Inclusion Framework.

**SEND programme for leadership**

The SEND advisors have been working to develop programmes for leadership to support the cultural change towards SEND and Inclusion that is required across West Sussex. This includes developing partnership working with two universities for a National SENCO Award at master’s level, and CPD modules for Governors, Head Teachers (HT) and NQTs. The first sessions were held in September 2020 for Governors and New HTs. The NQT SEND/ Inclusion module is scheduled for January 2021 and is oversubscribed with a further session now planned. The next step is for the CPD pathway to incorporate all the training offered within one pathway, so that participants can plan their journey accordingly.

**Setting Definition and Contracts**

West Sussex are now utilising the place planning tool to plan SEND places more effectively, using the same methodology as mainstream place planning. It is also being used to support the West Sussex County Council Section 106 policy for developers to ensure that the Local Authority can plan appropriately and receive contributions to support any increase in the number of learners with SEND that arise from future developments. We have also been using the tool to prepare supporting information for a much needed new Special School in the centre/ north of West Sussex for 60-70 places, to meet the increasing needs of pupils with Social, Emotional and Mental Health (SEMH) challenges, and for 96-159 places catering for children with Communication & Interaction difficulties. These requirements could be delivered as a Free School or Academy Presumption or alternatively the additional places could be provided as an annex to an existing West Sussex maintained Special School and would help offset the need for places in independent non-maintained settings. All these alternatives are being explored.

The following new SSCs are progressing (all to meet Social Communication needs) and will deliver to the requirements set out in a Provision Descriptor:

i. Felpham – 12 places

ii. Maidenbower Infant School – 12 places

iii. Edward Bryant – 12 places

iv. Ifield CC – 18 places

v. St Margaret’s Angmering – 12 places

Existing SSCs to re-designate to Social Communication and ‘grow’:

i. West Park

ii. Worthing High

iii. Warden Park

Feasibility studies have taken place with all the new SSCs. The delivery timeline is, however, proving challenging. A change in designation has been achieved for West Park, Worthing High and Warden Park for September 2021; however new settings are not now forecasted to be operational until September 2023 and, in the case of Ifield, 2025, due to the status of the building.

Contract/ Service Level Agreement (SLA) drafts have been prepared for all West Sussex Specialist SEND settings and a plan of engagement is in progress, subject to the Covid-19 lockdown.

Work is on track (subject to COVID 19 delays) for the delivery of the 104 additional special school places by September 2021. Pent up demand within the settings will, however, fill many of the places.

Research has been undertaken to facilitate the production of a self-evaluation forms (SEF) to ensure the requirements and standards set out in the SSC provision descriptors and SLA are being met. Meetings are being held with head teachers of the SSCs to review the provision descriptors SLAs and SEFs prior to conducting a pilot supported by the SEND advisers.

## Transition Management

This workstream covers the important area of transition pathways and protocols for parent carers and settings. A task and finish group commenced work in September (including representatives from schools, parent/carers, health, social care) focusing on transitions from EYs to YR, KS1 to KS2, KS2 to KS3, Y11 to post 16.) with a specific working party for each transition point. We are also ensuring that the output (guidance) includes both the education and health & care aspects of transition for pupils with SEN Support & EHCPs. Existing documentation is being reviewed and being progressively placed on the [Tools for Schools website](https://schools.local-offer.org/).

**Alternative/ Appropriate Provision**

A new workstream is being set up to develop and implement the strategy for West Sussex’s alternative/ appropriate provision. This workstream is currently being resourced.

**Emotional Health and Wellbeing**

West Sussex is committed to a therapeutic understanding of children and young people and, to support this, a well-being workstream is being established.

Initially the work will be to gain an understanding of the therapeutic approaches that are currently used across West Sussex. A “have your say survey” is planned for later in the spring term to capture this information. A longer-term aim of the workstream will be to produce a Charter to provide a common understanding and language which can be collectively held and adhered to.

Alongside this development, online ‘Therapeutic thinking to behaviour management’ workshops were held in the autumn with more being planned for the spring term. The sessions support the development and embedding of a therapeutic thinking approach into schools’ professional development programmes, policies and everyday practices.

**Hearing and Visual Impairment**

A new workstream has been established to deliver the recommendations for change set out in the review of this provision. A task and finish group has been established and a paper has been produced on the future delivery model. After review this will then be progressed in conjunction with the HI/VI SSC provision descriptors and aligned to the SLA.

## Data Dashboard and MI

The data dashboard sets out the key measures (SMART) against which the progress of the SEND and Inclusion Strategy is measured. The Dashboard is included with this report.