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

Implementation Progress Report

No. 5, May 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 fifth termly report and covers the period January to May 2021.

## Project Management

The SEND and Inclusion Strategy Board Spring term meeting was cancelled due to the Covid-19 lockdown. Despite the restrictions the project has continued to make good progress against all planned projects tasks. A number of workstreams have completed their tasks/ pilots and activity will now be transitioning into Business as Usual during the summer term.

## Support for SEND

The ‘Ordinarily Available Inclusive Practice’ (OAIP) guide was developed through a Task and Finish group and has been piloted across West Sussex Schools during the Autumn and Spring terms. 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 document is available on the West Sussex website [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/) Communications and online information sessions about the pilot have been held as part of the pilot 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.

Online surveys to gain feedback on Tools for Schools, OAIP and Inclusion Framework content, use and impact have been undertaken and positive feedback has been received on the content and its practical use by key stakeholders. Further feedback will be captured through a survey during the summer term. We will then update the relevant resource using feedback from the pilot prior to the formal launch in September 2021.

An “Individual Support Plan (ISP)” is will soon be available to support schools in developing robust graduated response practices (assess, plan, do, review). The aim of this initiative is that the ISP will be a key part of future EHNCA needs assessments. The ISP is currently being piloted by Burgess Hill and Hassocks Schools.

## Culture for Inclusion

Our four SEND Advisors continue to make an impact across West Sussex and are 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.

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.

In order to provide schools with an opportunity to examine their SEND practice, SEND review model/ IT tool for self-assessment has been produced and will be piloted once COVID 19 restrictions allow.

We continue to receive positive feedback that the document is achieving its objective of being a powerful tool to support colleagues and settings at any stage in their inspection cycle with respect to inclusion.

Free online [peer support sessions](https://schools.local-offer.org/inclusion/inclusion-framework/inclusion-framework-peer-support-sessions/) have been in high demand and are now being held on a monthly basis. These sessions are to provide schools and settings with support on their inclusion development journey. The inclusion framework is used as a reference point for each session. Additional Transition focused sessions are also being held.

A second consultation round is planned for the summer term prior to the launch in September 2021.

We are holding a virtual month-long Celebration of Inclusion in June 2021. In order to support the event, we are collecting a number of case studies and are working with a group of students from Chichester College to produce some short films.

## 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 centred 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.

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. The project will have completed its workstreams/ outputs and these activities will then become part of Business as Usual.

**SEND programme for leadership**

Our SEND advisors have been working to develop programmes for leadership to support the cultural change initiatives required to support SEND and Inclusion 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 CPD sessions were held in September 2020 for Governors and New HTs. The NQT SEND/ Inclusion module was oversubscribed in January 2021 and a further session was arranged. The next step is for the CPD to incorporate all the training offered within one pathway, so that participants can plan their journey accordingly.

SENCO Leadership forums have been established (initially on-line). The focus is now to broaden the attendance and establish an agreed schedule/ list of topics for 2021/22 in conjunction with schools. The topics and focus will tie in with issues raised at Area Inclusion Boards (AIIB) and schools causing concern and the SEND solutions

**Setting Definition and Contracts**

As stated previously, West Sussex are now utilising the new “place planning tool” to plan SEND places more effectively. The tool uses 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 much needed additional Special School provision located both in the South and also in the centre/ north of West Sussex to meet the increasing needs of pupils with Social, Emotional and Mental Health (SEMH) challenges, and 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. The overall requirement is to meet the growing demand for Special Schools places in maintained settings and to reduce the demand for places in independent non-maintained settings. All these alternatives are being explored.

The following new SSCs are progressing (all Social Communication) and will deliver to an attached Provision Descriptor, which will be finalised once therapy provision is confirmed:

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 for all the planned 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. requirements set out in a Provision Descriptor:

All the SEN provision descriptors have now been drafted and engagement with settings is complete. The Self Evaluation Framework (SEF) documentation is also complete and is being used as the basis for trial visits with SSCs during the summer Term 2021. The Contract Service Level Agreements (SLA’s) have also been drafted. Unfortunately, we have been unable to finalise the descriptors or Contract SLAs for the SSC’s, as work is continuing on the establishment of appropriate arrangements for therapy provision across all specialist settings.

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 Contract SLA’s 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.

Progress has been made with the establishment of an outreach pilot. Two Specialist Teachers have been recruited and will join the SENAT during Summer Term 2021 for 2-year project. The Caseload of Year 6 pupils whose transition is potentially very challenging/are at risk of failure has been identified. The impact of the pilot will be analysed on termly basis.

## 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/).

The site is now love and will be launched formally at the Summer SENCo Leadership Forums, and also through Early Years networks which are led by the SEND Link Advisers. A survey of Parent Carers to understand their current experiences is also planned.

**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.

A “have your say survey” was undertaken to help understand the approaches being used across West Sussex. Results of the survey have been shared with relevant stakeholders and follow-up interviews with schools have been completed. A Task and Finish Group has now been established, whose first task will be to draft the “charter” which will provide a common understanding and language that can be followed collectively.

Alongside the development of the “charter”, online ‘Therapeutic thinking to behaviour management’ workshops continue to be held. These sessions support the development and embedding of a therapeutic thinking approach into schools’ professional development programmes, policies and everyday practices.

A Well-being section has also been set up on Tools for Schools and will be developed to describe the variety of well-being practices being used across West Sussex schools and settings.

**Hearing and Visual Impairment**

A Task and Finish Group incorporating all stakeholders, has been set up and met several times. The group is to deliver the recommendations for change set out in the review of this provision in West Sussex. A paper has been produced on the future delivery model. Feedback from the group has helped shape elements of the new model. A business case is being completed to request additional staffing resource to address the increase in caseloads and to support succession planning. The piloting of outreach working (with an amended funding arrangement) will be undertaken from September 2021. 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, but due to COVID many of the statistics have not been collated (locally or nationally).