

High Needs Strategic Review (SEND) 2017-19

DRAFT ACTION PLAN

Update: 17.05.18 V8

Actions needed to meet priorities from the review, to make best use of High Needs funds to better meet the needs of our children & young people; timescales will align with the SEND Strategy 2017-2020:

| Objective | Action | Lead | Supported by | By when | |
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| 1 Further developing a Kirklees-wide inclusive ethos and provision | | | | | |
| 1.1 | <p>Discuss with Education Learning Partnership Board a system to support and challenge schools and settings so that:</p> <ul style="list-style-type: none"> • All can evidence inclusive practice • All have sufficient resource to meet a wide range of needs • There is a system, with responsibilities understood by all, of challenge in areas where there is a disproportionate allocation of CYP with SEND. | <p>Regular agenda item at HT forums, Schools Forum and Education and Learning Partnership Board – data shared about allocation of places</p> <p>Reintroduction of pie chart data to achieve transparency across the system about where children are placed</p> <p>Challenge and support role and remit developed by a focus group, to include the role of the KLP</p> <p>Engagement with the DfE around relevant consultations to drive and respond to emerging national practice</p> | M Cameron | School focus group | |
| 1.2 | <p>Schools as Community Hubs to work with Third Sector leaders to develop a broad offer for families</p> | <p>Identify hub needs</p> <p>Develop locality-based support that meets local need, and provides opportunities to share knowledge – specific point of contact in each hub, links to agencies, etc.</p> | M Cameron | T Bodle | |
| 2 Wider support to children and families at a local level | | | | | |
| 2.1 | <p>Aligning in-house and commissioned services to geographical Kirklees Community Hubs, ensuring that SEND</p> | <p>All resource representing support for SEND is mapped and aligned to the Graduated Approach Guidance and co-produced with children and families.</p> | M Cameron | Hub Leaders, commissioners and strategic leads | |

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| | and associated support is in view for all Hubs. | | | for appropriate resources. T Bodle | |
| 2.2 | Make the most of resources in the system which can support children and families with SEND by joining up commissioning arrangements, including that close to the front line, e.g. pooled budgets, joint commissioning plans and wide representation on district-wide commission forums. | Kirklees Community Hub representatives on Children's Integrated Commissioning Group Hub Leader Network: leads and commissioners focus on local commissioning discussions Audit of Hub resources available that represent support for SEND | M Cameron | Hub Leaders, commissioners T Bodle T Brailsford | |
| 2.3 | Creating the conditions for inward investment that can support SEND | Sustainable network of Hub Coordinators developed and in place. Hub Coordinators supported in horizon scanning for investment opportunities. Hubs supported to develop in a way that enables equitable district-wide investment. | J Sanders | M Green T Bodle | |
| 2.4 | Alignment of Early Help model and resources to Kirklees Community Hubs with identified point of contact across all Hubs | To be developed with in-coming Head of Service (Michelle Attmere) | M Cameron | M Attmere | |

3 Early Identification/Intervention (including Early Years)

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| 3.1 | To have clear/robust early identification systems (0-5) ensuring knowledge from health and early ID knowledge (e.g. 2 year check) is consistent and used effectively | Embed processes agreed with health re early notification to EYSEN where SEND apparent Implement Cabinet decision to enhance EYSEN team | J Whitton | S Jagger EY Champions Health Champions T Brailsford (Healthy Child Programme) | |
| 3.2 | To increase specialist SEND support to early years providers and ensure effective transition between PVI sector and schools | Review Access Fund policy and procedures and extend opportunity for funding to school based EYs settings | | | |

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| | | Improve transitions between PVI and schools | | | |
| 3.3 | Ensure effective handovers from EYSEN to other school aged SEND support services | Extend good practice that exists between EYSEN and specialist provision to include the PRS | | | |
| 1 Processes | | | | | |
| 4i Statutory processes – SEND (more detail in SENACT action plan) | | | | | |
| 4.1 | Ensure early conversations and a coordinated, person centred approach so that parents are able to make fully informed decisions when expressing parental preference for school placement | <p>Continue to develop and embed person centred approaches across the workforce</p> <p>Ensure the workforce have a good understanding about placements options/legislation/local processes in order to ensure all parents receive consistent messages.</p> <p>EHC needs assessment process Ensure process allows sufficient opportunity for parents and child/young person to express their views and be given timely information and advice:</p> <ul style="list-style-type: none"> - SENACT visits at beginning of assessments - Develop practice of support planning meetings - Continue to use of parent and child/young person questionnaire feedback and in-house QA process to improve quality of EHC plans and therefore outcomes for CYP <p>Children/young people changing phase and annual review Review annual review process and change of phase review arrangements to support person centred, coordinated and timely planning and response. Also to ensure robust monitoring of progress and outcomes. Developments to include:</p> <ul style="list-style-type: none"> - SENACT attendance at change of phase reviews to ensure early conversations (year before | K Mawer | <p>SENACT Schools Health Champions C Bennett (Children’s social care) J Whitton</p> | |

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| | | <p>transfer)</p> <ul style="list-style-type: none"> - Attendance/involvement from other appropriate agencies to ensure early conversations and to support effective transition planning - More focus on PfA outcomes appropriate for the age and stage of the child - Robust mechanisms to ensure early planning/sharing of information across relevant professionals to ensure consistency of response for considering parental preference/place planning/successful transition etc. | | | |
| 4.2 | Routine collection of data and analysis by SENACT to inform place/provision planning | Develop data collection process within SENACT to enable a continual flow of information about demand, pressures, destinations (from and to), costs, directions etc. | K Mawer | SENACT | |
| 4.3 | Develop a robust system to commission special school places that meet local need | <p>Review current placement arrangements for special school, specialist provision and OLA independent schools</p> <p>Ensure mechanisms are robust enough to commission effectively, manage the increased demand and complexity and ensure collective responsibility around 'next steps', particularly where parental preference is not met</p> <p>Consider alignment with other established panels i.e. SEN Panel. Ensure clear terms of reference which will include clear parameters for evidence required, decision making etc.</p> <p>Ensure workforce have skills to consider all local options to meet need before commissioning an independent school, including creative use of local resources i.e. personalised/bespoke packages</p> | K Mawer | SENACT | |

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| | | discussed with potential Kirklees providers, use of personal budgets etc. Research other local authorities use of dual placements e.g. Leeds SILCs and previous experience of dual placements within Kirklees to update our local protocols | | | |
| 4ii Permanent Exclusions | | | | | |
| 4.4 | Clarify funding arrangements when there is a permanent exclusion | Agreement required from all schools about a process to support a child moving to a new school. Consideration of central funding to support more complex cases and CME | T McDermott | PRS Schools | |
| 4.5 | Continue to revise process to ensure compliance with guidance and an early resolution for the CYP | Independent Review Panel training available for all school leaders and Governing Bodies – to set out schools’ legal responsibilities around exclusions | M Cameron | PRS Schools | |
| 4.6 | Develop practice and dialogue between school and relevant agency about earlier actions to avoid a permanent exclusion | Ensure process allows discussion about alternatives to a permanent exclusion, including additional agency involvement and funding – link this to FAP and BACs Formalise the sharing of good practice between schools to support children with SEMHD | M Cameron | PRS SENACT Senior EP (JW) | |
| 4.7 | Develop practice within the Behaviour and Attendance Collaboratives (BACs) | Establish clarity about links between BACs, SPR and Fair Access Ensure GDPR compliance Formulate a Managed Transfer process | M Cameron | BACs Chairs PRS J Stott | |
| 4iii Fair Access Protocols (more detail in Fair Access Action Plan) | | | | | |
| 4.8 | Review Fair Access Protocols – ensure these are compliant and transparent | Discussions about process with Head Teacher groups: <ul style="list-style-type: none"> • Clear understanding and agreement of challenging behaviour – definition • Link to SPR and PEX processes • Need for adequate information about children | M Wilby M Cameron | J Stott Schools | July 2018 |

under consideration

5 Transition

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| 5.1 | Develop a Transitions Protocol for all transition phases that all providers and settings must follow: <ul style="list-style-type: none"> - Early Years/Primary - Primary/Secondary - Secondary/Post 16 | Protocol to include a process that facilitates transition at all Key Stages and includes a forum to discuss: <ul style="list-style-type: none"> - The use of extended transition for those needing a personalised approach - The sharing of information and good practice - A focus on Preparing for Adulthood - Clearly agreed and documented roles and responsibilities of all parties - A more formal arrangement for CYP with an EHCP that is discussed at the annual review - Looked after children with EHCP entering adulthood (including those placed out of area) | M Cameron | Reps EY KS1/2 J Whitton C Porter G Wainwright S Grant J Tolley Health Champions |
| 5.2 | Post 16 transition: to embed the process of information sharing between schools and colleges for potentially vulnerable students to avoid future risk of NEET | Formal process to be developed to collate this information Extended transition for vulnerable students with opportunity of taster sessions, etc. | M Cameron | Secondary pastoral leads College leads M Brayford |
| 5.3 | Planning and intelligence for adulthood care needs, accommodation needs, and carer needs that informs the commissioning of such support to be embedded into annual review process from Year 9 – clarify at the 14-25 meeting | Annual review process reviewed to ensure that guidance is clear Protocol for sharing this information with relevant services to inform their planning | G Wainwright | Special schools Health Social Care SENACT |

6 Post 16

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| 6.1 | Develop greater flexibility of provision for those students with high levels of need | Some availability of a 5 day offer that takes account of Third Sector provision, use of Direct Payments, etc. to provide personalised package for those with an EHCP where appropriate Consideration of transport requirements when developing a more personalised package | M Cameron | S Grant J Whitton M Cross G Wainwright C Tupling |
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| | | Work through a commissioning cycle with Kirklees College to identify what provision may be needed in the future | | | |
| 6.2 | <p>Consideration of course structures and personalised packages for young people with SEND – flexible enough to enable smooth transition and then enable YP to achieve their potential</p> <p>Review ‘Foundation courses’ to meet local need and outcomes</p> | <p>Review of top-up funding and its uses to develop appropriate courses for High Needs students</p> <p>Consideration of additional support that students may need – organisation and impact of additional support</p> <p>Analyse what is required from specialist outreach (education, health) and how this can be accessed</p> <p>Develop the Graduated Approach guidance for post 16 settings and embed practice and expectations around Quality First Teaching, use of support staff, etc.</p> <p>Explore personalised packages for 16-18 year olds</p> | M Cameron | <p>Kirklees College</p> <p>C Tupling</p> <p>SENACT</p> <p>N McGowan</p> <p>S Grant</p> <p>J Whitton</p> <p>K Mawer</p> | |
| 6.3 | To ensure breadth of provision to meet local need | <p>To map offer from Kirklees College and special school post 16 provisions in order to ensure a broad and graduated offer for the HN cohort, with appropriate funding in place to meet need</p> <p>Develop market position statement based on sufficiency assessment</p> | <p>M Cameron</p> <p>T McDermott</p> | <p>Special schools</p> <p>Kirklees College</p> <p>SENACT</p> | |
| 6.4 | Develop a peer support project | <p>Colleges to identify potential cohort of students who could offer peer support across secondary schools to those students who are not engaging</p> <p>Formal process in place that offers training and recognition to Peer Group</p> | S Grant | <p>Kirklees College</p> <p>D Sylvester (YCC)</p> | |
| 6.5 | Review the process for special school post 16 placements to ensure sufficiency of appropriate provision across Kirklees | <p>Annual review process to set out early expectations about what is available, and preparations needed</p> <p>Clarity of offer of all post 16 provisions available to parents and relevant agencies which reflects needs of</p> | <p>K Mawer</p> <p>S Grant</p> | <p>SENACT</p> <p>Post 16 special school providers</p> | |

Kirklees population

7 Workforce Development 0 – 25 years (sufficiency of provision)

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| 7.1 | Develop and embed the Graduated Approach guidance for all stages – as the basis of inclusive practice in our schools and settings | <p>Embed Early Years guidance</p> <p>Complete guidance for Sensory and Physical and disseminate</p> <p>Develop Post 16 guidance</p> <p>Ensure that agencies working with schools are clear about their role in the Graduated Approach</p> <p>Provide training for parents about the Graduated Approach</p> | K Mawer J Whitton | EY settings Post 16 settings Health Champions Early Help | |
| 7.2 | Develop training strategy and plan for mainstream schools | <p>Link plan to Graduated Approach with clear training pathways at each point (including strong focus on Early Intervention and Prevention)</p> <p>Strategy to identify essential (early intervention) and enhanced elements which support all schools to meet need at the earliest opportunity as well as provide opportunities for more specialist training including clear funding pathways</p> <p>Review CPD plan for specialist provision staff with SP schools</p> <p>Work with Schools as Community Hubs to ensure a range of enhanced expertise across hubs, expectations at QFT and of NQTs – a hub response</p> <p>To enhance the specialist provision offer</p> <p>Broaden the remit of PRS staff to provide co-ordinated</p> | J Whitton | SP strand leads Health Champions | |

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| | | CPD alongside other specialist provision | | | |
| 7.3 | SEMHD training | <p>Link various training pathways – CAMHS, School Nursing, EPS – so that schools and settings are clear about the purpose of each</p> <p>Determine which of these is essential training</p> <p>Ensure that Mental Health First Aid (MHFA) is offered to wider staff working with CYP e.g. Early Help</p> <p>Clarify difference between pupils with behavioural difficulties, those with emerging SEMH difficulties and pupils with EHCPs that detail identified needs and tailor training accordingly</p> | T Brailsford/ HCP J Whitton | | |
| 7.4 | Develop workforce development plan for special schools | <p>As part of commissioning cycle which takes into account local need, develop training and development package with special school leaders to enable staff to be equipped to work with increasingly complex cohort of CYP</p> <p>Ensure that this is refreshed annually through the annual review process and through discussions about the SEND data pack</p> | M Cameron | Special School Heads SENACT | |
| 7.5 | Following the refreshed clarity of the special school remit (through the commissioning process) , explore their role in supporting mainstream schools in specific areas of need and contexts in relation to children with EHCPs | <p>Review the Workforce Development Strategy (above) to include the role of special schools to develop inclusive practice in specific and identified areas of need within mainstream schools</p> <p>Develop a protocol for special school staff to work with individuals and cohorts of children in mainstream schools where a need has been identified through the statutory process</p> | K Mawer | Special School Heads | |
| 7.6 | Refresh SENCO induction training | <p>Include the need to monitor and support QFT</p> <p>Use of other agencies within training</p> | S Grant | PCA Champions (SEND) | |

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| | | The parents' perspective as an essential part | | | |
| 7.7 | Create Social Care Champions Group and continue development of Health Champions, EY Champions, refresh post 16 Champions and PCA Champions (SEND) | <p>Health Champions – continue to develop expertise in relation to statutory process, and health input into the Graduated Approach</p> <p>SENCO Champions – reconfigure into Person Centred Approaches (PCA) Champions (SEND) with the focus on a person centred approach</p> <p>Refresh Post 16 Champions – focus on the Graduated Approach and the development of a more flexible offer</p> <p>EY Champions – continue to develop across EY providers</p> <p>All to focus on the greater development of a multi-agency approach</p> | K Mawer | C Bennett S Grant S Jagger T Biddle | |
| 7.8 | Identify good practice across the school system and map this into our Workforce Development Strategy | <p>Use of special school, Specialist Provision and PRS expertise</p> <p>School to School support to capitalise on existing good practice</p> <p>Explore Teaching School Offer – use of modelling, SLEs, etc. in specific subject areas, types of intervention, etc.</p> <p>Head Teacher Well Being – increased support to Head Teachers</p> <p>Regular agenda item for Education Improvement Committee</p> | M Cameron J Whitton | H Metcalfe C Martin | |
| 7.9 | Map out support in place within Kirklees as a means of sign posting | Design map to show support and resources available | ? | School focus group | 2019 |

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| | | <p>Consideration given to effective way to update information</p> <p>Continue to develop and promote the Kirklees Local Offer</p> | | | |
| 8 Intelligence | | | | | |
| 8.1 | Develop Integrated commissioning strategy & plan featuring all partners wrapped around high needs cohort (and their carers) | <p>Establish the SEND data pack within the Integrated Commissioning Cycle alongside other sources of data</p> <ul style="list-style-type: none"> - Identify gaps in service and opportunities to commission additional support and services - Outcomes focussed assessment and commissioning of support for the HN cohort | M Cameron T Brailsford | C Porter | |
| 8.2 | Address data collection issues for various cohorts in order to paint a clearer picture of the needs and desired outcomes of the High Needs cohort | <p>Address data collection issues around terminology of conditions and needs between different systems, to include:</p> <ul style="list-style-type: none"> - 16 – 25 year old needs and support requirements - Equipment and technology use - Longer term accommodation requirements - Carer and other household factors in the lives of the high needs cohort - Health and other partner (school/setting) information being used holistically to support end user - Consider how to best capture education needs alongside other impacts on daily lives of CYP in the cohort | M Cameron T Brailsford | C Porter Public Health Education CCG G Wainwright | |
| 8.3 | Develop market position statement around the 0-25 support requirements of the cohort | <p>Stimulation of the market (including user-led providers) through the provision of clear intelligence about the high needs cohort and their potential support requirements – mitigating use of geographically external placements</p> <ul style="list-style-type: none"> - SEMH cohort - ASD cohort - Transitions to adulthood | M Cameron | C Porter SENACT | |

9 Development of places and services

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| 9.1 | SEMHD: Development of a Free School bid to enhance SEMHD provision | Refresh bid in readiness for next Free School window Work with wider colleagues to establish school site etc. | M Cameron | J Foster | |
| 9.2 | SEMHD: Development of PRS sufficiency | Clarify arrangements and funding for medical tuition and exceptional needs, and identify the proportion of SEMH within this for future planning Primary PRU: consider the need for a north and south PRU (currently 20 places) Establish appropriate funding for exceptional needs students who are awaiting a special school placement (AWPU, Exclusions tariff, Top-Up) Clarify arrangements for Day 6 provision at KS4 where the student needs a statutory assessment or an alternative placement | M Cameron T McDermott | PRS J Foster | |
| 9.3 | Development of the Dynamic Purchasing Scheme to increase choice of provision, particularly for SEMHD | Use of SEND data pack to identify need at key points through the academic year Development of protocol to purchase additional provision with the involvement of the child and family Ensure robust monitoring arrangements in place for any commissioned provision. | M Cameron | SENACT Commissioning team | |
| 9.4 | SEMHD: Consideration of requirements for Joseph Norton Academy | Through the commissioning cycle/development of provision for more complex CYP, establish what is required from the school in future and as part of the wider context Develop a capital plan that takes account of these needs in terms of types of space/geography required to ensure that premises are fit for purpose | M Cameron M Wilby | JNA SENACT PR+P | |

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| 9.5 | Development of provision for complex Communication and Interaction need | <p>Development of practice and analysis of future requirements</p> <p>Analysis of demand for specialist places to inform any further growth</p> <p>Consideration to be given to the need for further investment in Specialist Provision as a whole</p> | J Whitton | Windmill Primary Strand lead | |
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9i Capital projects (More detail in School Reorganisation Plan)

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| 9.6 | Improve provision at Woodley Special School | <p>Commission – proposal including estimated costs - sign-off – construction/delivery</p> <p>Analysis of future need in terms of numbers and complexity of need to develop proposals to meet more complex needs</p> <p>Project team to be established</p> | M Wilby | J Mould SOAP PRP J Whitton (Woodley) | |
| 9.7 | Improve provision at Newsome High Specialist Provision (DfE grant) | <p>Commission – proposal including estimated costs - sign-off – construction/delivery</p> <p>Project Board established to oversee identified work</p> | M Wilby | J Mould SOAP PRP J Whitton (Newsome High) | |
| 9.8 | Improve provision at Honley High Special Provision (DfE grant) | <p>Commission – proposal including estimated costs - sign-off – construction/delivery</p> <p>Project Team established to oversee identified work</p> | M Wilby | J Mould SOAP PRP J Whitton (Honley High) | |
| 9.9 | Improve provision at Ravenshall Special School (DfE grant) | <p>Commission – proposal including estimated costs - sign-off – construction/delivery</p> <p>Project Team established to oversee identified work, taking into account the more complex cohort of children anticipated.</p> | M Wilby | J Mould SOAP PRP J Whitton (Ravenshall) | |

10 Funding (sufficiency of resources)

10i Mainstream funding

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| 10.1 | <p>Early Years For settings/schools/PVI to have clearer mechanisms in place to support consistent response to need</p> <p>To have equality of access fund across sectors – maintained and non-maintained</p> | <p>Ascertain a realistic Access Fund budget that takes account of all children in EYFS</p> | <p>K Mawer J Whitton</p> | <p>SENACT TMcD</p> | |
| 10.2 | <p>Support levels - to ensure that they are fit for purpose, matching needs/provision/top-up funding – to develop a transparent document</p> | <p>Calculate the level of funding needed to provide the appropriate support in school for pupils on EHCPs</p> <p>Being clear that the EHCP details what is needed including frequency of support so that schools are fully aware what is required</p> <p>Build any changes to support funding into the annual review cycle unless exceptional circumstances require the timetable to be brought forward (and determine what those exceptional circumstances might be)</p> | <p>K Mawer</p> | <p>TMcD SENACT Schools and settings</p> | |
| 10.3 | <p>Pooled budgets</p> | <p>Investigate the benefits of funding in hubs – making existing resources work better</p> <p>Pilot initially with one area and analyse benefits and disadvantages including the governance of arrangements</p> | <p>T McDermott</p> | <p>School hub SENACT T Bodle</p> | |
| 10.4 | <p>Personalised packages - with the aim of keeping pupils in mainstream and special schools with appropriate support where possible</p> | <p>Establish a pilot to evaluate the advantages of funding individual packages for a small number of cases</p> <p>Working group set up with SENACT Manager, CWOs and Finance</p> <p>Consideration of a special school place – all appropriate mainstream has been explored and used ahead of a decision</p> | <p>T McDermott</p> | <p>Schools and settings SENACT</p> | |

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| 10.5 | Processes - ensure any new processes are effective and support the end aim | Ensure that, along with the new practices and new processes, the system is not made inefficient because of additional steps in place. The process should aid not delay | T McDermott | | |
| 10.6 | Challenges around outcomes | LA to ensure their “commissioning” of places and services has the desired outcome for the pupil – develop monitoring role for use of EHCP funding | T McDermott | SENACT | |
| 10ii Specialist Provisions | | | | | |
| 10.7 | Support in provision | Ongoing review and analysis of the SP structures to ensure that they are fit for purpose Termly meetings with Finance and Strand Lead to ensure funding and practices are in place | T McDermott | | Half term revision |
| 10.8 | Outreach support | To ensure that the outreach support is fully supported through the central team and SPs staffing structures To assess level of outreach required vs. transitional and fixed places | | SP Leads | |
| 10.9 | Challenges around outcomes | To enable SP schools to be able to be transparent with their feedback and to work in partnership with the LA through annual monitoring For the LA to ensure their “commissioning” of places and services has the desired outcome for the pupil Termly meetings with Finance and Strand Lead to ensure funding and practices are in place | J Whitton M Cameron T McDermott | SP schools Strand lead | |
| 10iii Special schools | | | | | |
| 10.10 | Support levels - ensure they are fit for purpose Ensure appropriate placements with appropriate support | Finish the core/core plus exercise to establish the appropriate levels of funding and practice in school, thus ensuring that the special school places are available for only the highest needs pupils Ensure that the difference in funding between upper | | Special Schools SENACT | |

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| | | band mainstream and lower band special school place is sufficient to support the evidence that a special school place (most complex needs) is required. | | | |
| 10.11 | Use SEND data to ensure we commission appropriate special school places with adequate funding to meet requirements | To be clear about the type of need best supported in the schools – Core and Core Plus documents To review places available and maximum places To use this information in future planning | | | |
| 10.12 | Review extra-district placements and stop children going extra-district | Develop protocol for considering funding options prior to OLA decision in conjunction with new funding practices | K Mawer T McDermott | SENACT | |
| 10iv Post 16 | | | | | |
| 10.13 | Develop a robust and transparent funding mechanism in line with other funding streams | Analysis of existing support levels in Pre 16 and how they can be developed in post 16 Develop monitoring arrangements with post 16 providers, with clear expectations for delivery Share SEND data with post 16 providers to plan any specific provision for future cohorts | M Cameron T McDermott | SENACT | |
| 10.14 | Processes | To streamline the paperwork/process to ensure that information is prepared and ready for the start of the placement whenever possible | T McDermott | SENACT K George | |
| 10.15 | Challenges around outcomes | A system to be developed for providers to demonstrate use of top-up funding to meet need For the LA to ensure that their “commissioning” of places and services has the desired outcome for the pupil | T McDermott | | |
| 11 Wider issues requiring further discussion | | | | | |
| 11.1 | Accountability for head teachers to provide SEN Support in schools – with training and support for staff and | | | | |

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| | teachers (to reduce PEX) – with support from LA | | | | |
| 11.2 | <p>Development of curriculum:</p> <ul style="list-style-type: none"> • Nurturing environment; counselling; bereavement support; access to therapeutic services in a timely manner • Broader/alternative curriculum offer to meet need/interest and engage • Need to stop schools feeling like the only route for access to certain types of specialist support is by pursuing an EHCP | | | | |
| 11.3 | Schools to re-think the curriculum offer and the flexibility of behaviour policies | | | | |
| 11.4 | Potential for transition activities over the summer – Years 6 onwards | | | | |
| 11.5 | To link with national/local agenda regarding basic training – QTS/ETA/L2, L3 ++ and the feeling that increased knowledge and understanding re SEND is essential to improve children’s outcomes | | | | |
| 11.6 | <ul style="list-style-type: none"> • <u>Standardised and compulsory</u> School Leadership Team training on SEND: <ul style="list-style-type: none"> - Attachment/Social and Emotional needs (general) - Mental health - Graduated approach - Communication and Interaction | | | | |

Teams

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| Early Years Champions | SENCO Champions | PCA Champions (SEND) | Health Champions |
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| Sharon Jagger - EY SEN | Stan White - Hillside Primary | Phil Ringsell - Westfields KS3 PRU | |
| Andrea Drake - Day Nursery | Jayne Fenton - Grange Moor Primary | Helen Plaskitt - Primary PRU | |
| Liz Bolt - Roberttown Pre-school | Christine Wharton - Hyrstmount Jnr | Jan Coning - Manorfield IN | |
| Zaynab Rajah - Alnoor Nursery | Helen Plaskitt - Primary PRU | Julie Bligh-Smith - Upperrthong JI | |
| Alison Moor - EY SEN | Sally Cooper - Field Lane JI&N | Jenny Fox - Upper Batley High | |
| Maureen Taylor - EY SEN | Marie Todd - Oak CE Primary | Vicky Pimm - South Crosland Primary | |
| Lorraine Sharman - EY SEN | Laura Foden - Moor End Academy | Margaret Burton - Woodley School | |
| Lindsey Cartwright – Nursery | | Andrea Lindley - Hudds New College | |
| | | Nathaniel McGowan - C&K Careers | |
| | | Esther Marper - SPS | |
| | | Clare Burdett – SPS | |
| | | Janet Wilkie – EP | |
| | | Jane Shuttleworth - EP | |
| | | Dorota Martin – EP | |
| | | Sue Dixon - SENACT | |
| | | Andrea West - SENACT | |
| | | Marjorie Brook - SENACT | |
| | | Samantha Griffiths - KIAS | |
| | | Carol Thomas - PCAN | |
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| School focus group | Schools forum | Commissioners | BACs Chairs |
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| Secondary pastoral leads | College leads | Early Help | PR&P |
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