

The background features a dark purple gradient with a central image of two hands holding a globe. Silhouettes of a group of people are overlaid on the globe. The text is centered in white.

# **SEND & Inclusion Update**

Scrutiny Committee  
Wednesday 10<sup>th</sup> July 2024

# SEND & Inclusion Services

- **SEND Assessment Service**
- **Inclusion Support Services (ISS)**
- **Education Improvement Service (EIS)**
- **Educational Psychology Service (EPS)**
- **All Children Receiving Education (ACRE)**
- **Sports, Outdoor and Residential Education (SORE)**
- **Virtual School**
- **Development**

# Key Developments

“Right support, right place, right time”

- **SEND service**
- **Inclusion Support Services**
- **Education Partnership**
- **SEND Strategic Workstreams**

# SEND Service – past 2 years

## The Concerns



### Timeliness/Efficiency

Assessments within 20-week timeline

2.6% in Nov 2022 – 48% May 2024

**National Average is 50.3%**



### Quality

Little awareness of the quality of EHCPs across the board – samples were far too small in quantity to give an accurate picture



### Backlog

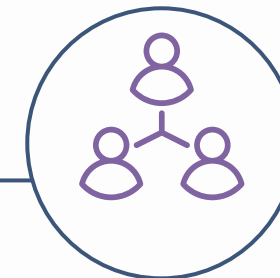
Over 700 applications not yet processed or in the system

## Actions



### Performance

- Monthly reporting
- Ability to identify & respond to pressures



### Remodel of service

- Enabled processes to be more efficient
  - Focused teams
  - Specialised areas



### Quality of EHCPs

- Invision 360
- Clear understanding of development areas
- Wider sample for QA



### Workforce Development

- Increased comms and presence with SENDCos

# SEND Service – next steps

## Priorities



### Sufficiency

Continued increase of Specialist Placements;  
Special School Places (£11m proposed capital spend)

September 2023 – **1227**

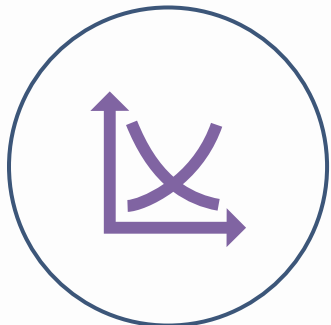
September 2024 – **1362**

September 2025 - **1502**



### Efficiency

Continue to increase efficiencies across the SEND processes- SEND strategic focus.



### Demand

Increase in EHCPs

**3666 in 2019**

**7164 in 2024**



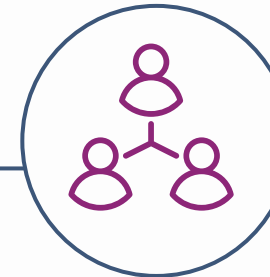
### Idox

- Implementation in September 2024
  - Increase communication/efficiency



### Increase Sufficiency

- Three phases of sufficiency activity to increase places
  - Develop mainstream provision



### Workforce Capacity

- Induct new permanent staff and increase efficiencies in workload

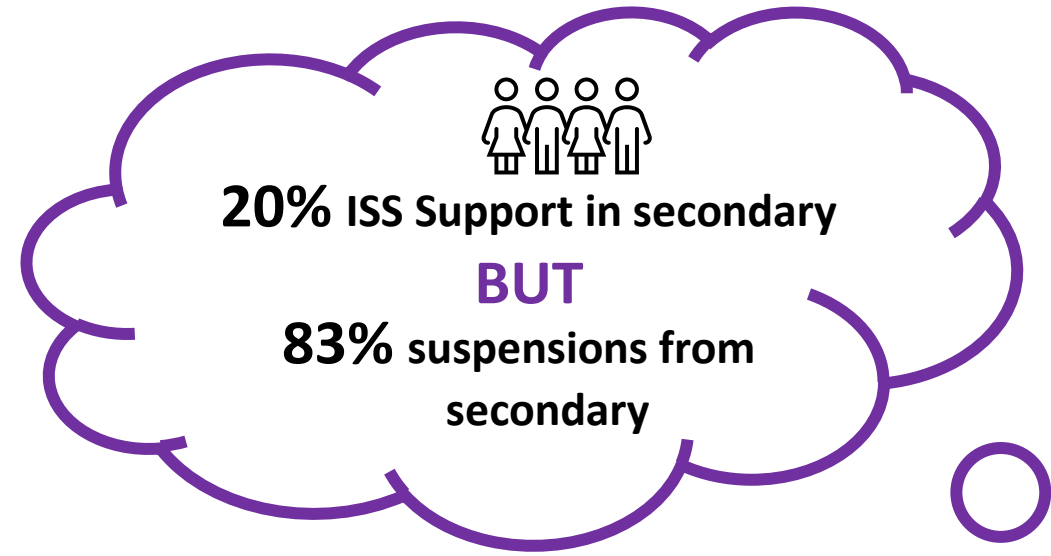


### Workforce Capability

- Training and support of SEND team staff
  - Specialist areas of support



Inclusion Support Services  
play **key** role in **impacting**  
**inclusive practice** on a  
wider, scale, more consistently



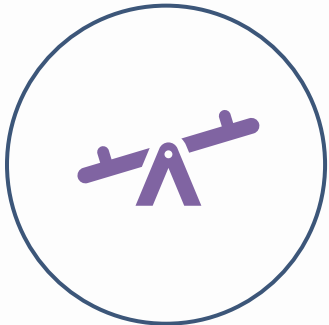
# Inclusion Support Services – past 2 yrs

## The Concerns



### **Exclusion etc data sets**

Concern about the number of children experiencing time out of school/education



### **Equity of access**

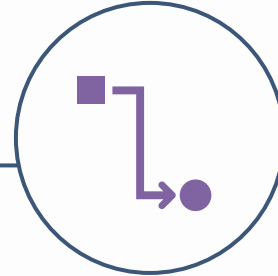
Not all schools are accessing Inclusion Support Services



### **Workforce skills and development**

Huge inconsistency in identifying, understanding and supporting needs

## Actions



### **Identifying impact data sets**

- Developing an understanding on impact measures



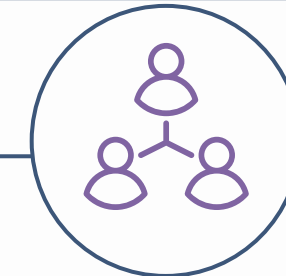
### **SENDCo support**

- Network and Development days
- SENDCo Helpline



### **Inclusion Panel**

- Replaced GRIP
- Enables data & Information to support partnership



### **Redesign of service**

- Efficient service delivery
- Equitable access to support

# Inclusion Support Services – next steps

## Priorities



### Impact

Reduction in exclusions, suspensions, PTTT



### Focused Inclusion Support

Every school to have an Inclusion Framework



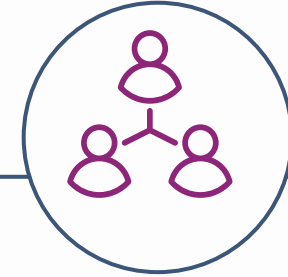
### Proactive & Reactive

Services focused on proactive inclusive development with a reactive team when required



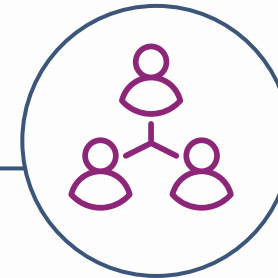
### Performance

- Monthly reporting
- Ability to identify & respond to pressures



### Implementation of Redesign

- Every school to have allocated ISAT – average 2 days a year
  - Engagement Service



### Workforce Capacity

- Develop capacity of internal and external workforce
  - Audit of skills and understanding



### Workforce Capability

- Development of training and support linked to needs, gaps etc



# Inclusion Support Advisory Service

**Data & impact measures**  
**WS Provision Mapping**

**Allocated ISAS teacher**

**'Inclusion Framework'/ plan - bespoke**

**Whole School Inclusion support**

**Targeted & Specialist support (inc SPSS)**



# Inclusion Response

## Inclusion Response - 'Stuck'/complex cases & situations



**Engagement  
Team**

**Data & Impact measures**



**Alternative Timetables**

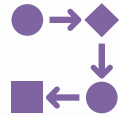
**Creative use of space**

**Upskilling school staff**



# SEND Strategic Workstreams

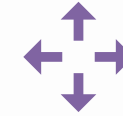
**Process**



**Ordinarily Available**



**Transitions**



**Finance & Banding**



**Data & Dashboard**



**Multi-agency**



**Sufficiency**



# Outcome and Impact Focus

	Quantity	Quality
Effort	<p>Level 1 <b>Input</b></p> <p>How much did we do? Traditional measures of activity and input</p>	<p>Level 3 <b>Implementation</b></p> <p>How well did we do it? Measuring whether the inputs were of high quality</p>
Effect	<p>Level 2 <b>Reach</b></p> <p>Is anyone better off? Measuring access to the inputs delivered</p>	<p>Level 4 <b>Impact</b></p> <p>Was the change quality? Did it make a difference? For the individual? A group? A population?</p>

← Are we stuck in this cycle??

