



Inclusion is at the heart of our trust

SENCO Solutions Meeting 16th May 2024

Welcome to the SENCO Solutions meeting by Nicola Pemberton.

We are working in a system of massive change; we need to start making change together as a team.

We are a strong network of SENCO's and with the All for One collaboration which is free this can be included in your graduated approach.

Check out our training on the Outreach website we offer other support services such as Speech and Language, Autism, Neurodiversity. We have our own website page and **X**.

Stephen Holden - Interim director of education and skills for Bury

Bury is in crisis, 98% of EHC's are in favour of parent over and above the educators.

The system is broken!!

We have had a Local Authority inspection and Ofsted gave a grading of 3 (Systemic failings) there was not enough progress made since the last inspection. However, we have made rapid progress but not enough, they could see green shoots.

We need to look at ...

- 1) SEND Strategies, coherent strategies with schools and parents.
- 2) Early identification – use the graduated approach toolkit.
- 3) Waiting times
- 4) Transitions
- 5) EHC processes timeline

The Priority Actions are...

- 1) Communication
- 2) Alternative provision
- 3) Workforce development

Blackley Close, Unsworth, Bury BL9 8LY

 0161 553 0030

 enquiries@oaklp.co.uk

 www.oaklp.co.uk

Improvements

- An LA improvement team created
- New Head of Service SEND
- We need more people

The level of need; resource provision is getting better (not as good in high school).

Schools need to know how to get children into provision and where to go.

Create systems to go to the right place at the right time.

We have been researching TESSA run by St Helens borough council. The Hive is a dedicated phone line with professionals such as teachers, inclusion officers, education welfare officers and education support staff who provide that much sought-after specialist advice for SENCOs, pastoral staff, and senior leaders in St Helens' schools. This would be the first point of call and if more complicated all professional's come together to speak about the case and conclude.

Cath Atherden – Service Lead, SEND Support Bury Council

Today we need to change the hearts and minds in Bury.

We need to work together to support the graduated approach, I have spoken to schools to show how this is set out. To interpret the Graduated approach and try and do things differently as its not working now.

Schools are feeling the pinch resources are at an all-time low, but the level of need is growing due to covid, poverty, social media etc. The answer is don't pass on, try positive change.

We need to do things differently; we need to come together as we all want the same thing.

Notice

Early intervention, notice check and try before Graduated Approach. If someone **notice's** there is a problem with a child. Therefore, Early identification. (at this stage not SEND).

- Download the Graduated Approach Toolkit
- Processes in your schools to set this up for staff can work well pre-Graduated Approach.
- Can gather information on that child ready for Graduated approach.
- Schools need to know how to use it as this will help in the long run.

What are we going to do about it....

- 1.Talk to child
- 2.Parents/families
- 3.Other people in school
- 4.Observation being close to child
- 5.Something has to change for that child-maybe 5 mins in the morning
- 6.What could it be, what indications of difficulty
- 7.CPD course/build in processes/toolkit
- 8.Teachers /TA's/ Form Tutors not SENCOs at this stage.

SENCO role is to tell them how to get there.

SENCOs to review their schools pre-Graduated Approach process in preparation, don't let it go for max two terms. Criteria, academic progress, put child on SEN list, make essential SEN needs.

This will go wrong if not **noticed** or **checked** when child can no longer mask, between 5-9yrs of age, then goes straight to Graduated Approach. Schools will then need funding as they cannot manage needs.

SENCOs tell us how to do things differently- is there any CPD requirements.

Charlotte McMahon and Sam Ebert - Person Centred Planning

Person Centred Planning is an educational psychologist rebrand service. Providing support for the community, schools, social care, foster carers, SEN Children, support behind the school gates. The model has direct links with EP links or key person. Build training and guidance, ELSA training. J.Shah@bury.gov.uk

Aims of Session

- Help with Person Centred Planning
- Why planning so important
- How to work in a PC way
- SEND code of practice

In 2024 Person Centred Planning updated part of their approach more than an annual review.

- Five key principles
- Person centred approach
- Benefits of participation
- What might stop us working in a person-centred way, **Barriers**. The child might think they are being told off or judged by strangers (professionals), our own bias, or non-verbal way.
- Use Lundy's child participation model- because of SEND Code of Practice.
- Use tools and strategies to share views
- Meeting the needs of the parent /carers by avoiding barriers
- Professional approach



Oak LP
Outreach

Inclusion is at the heart of our trust

- Gaining pupils views – by using talking mats /visual cards/ one page profile. Use Ideal School or Ideal Self, 1-10 where at now or where want to be. What can we do to get you to where you want to be.
- Good or Bad day, how can we make this into a good day, maybe change bad to tricky.
- Therapeutic Treasure Deck, help with EBSA, Self Esteem. Use feeling cards it helps get views or picture cards with good/bad day.
- Jenga – add labels to the blocks or put a question on it, promotes questions.
- Preparation for a PCP meeting
- Practical consideration – keep practising get into a routine for the meeting.
- PATH – a tool to explore, aspirations for future goals dreams.
- Path Template – how to use PATH

sam.ebert@salford.gov.uk or charlotte.mcmahon@bury.gov.uk

Fran Cooper SENCO at Philips High School

Our interpretation of Notice Check and Try.

Transition

we have a strong support group, we involve parents, carers.

Baseline assessments are done early on so we can then keep an eye on children's needs.

Our pre graduated approach

TAF carried over to school. Meet with the form tutors for updates and RAG rate them.

Blackley Close, Unsworth, Bury BL9 8LY



0161 553 0030



enquiries@oaklp.co.uk



www.oaklp.co.uk

Initial referrals

If not attending school or have mental health issues, what support do they need.

Baseline reading age, maths, spelling, EAL Pupils might need further support or intervention.

Noticed, staff complete an initial referral (see initial concern form) with observations, recommendations.

Then Graduated approach.

When identified, staff need communication, pupil's passport. Which holds information about the child to enable staff to support them.

How do we involve parents

Pastoral meetings to see if the child is different at home to school.

Parents meet form tutors

All information stored on CPOMS so we can go back into the records to see where it started.

What works for PHS

Pastoral and SEN work together.

Staff working in schools run group workshops, Cadets, Manchester United foundation.

Rebecca Wood SENCO Hazelwood High School

We are on a big journey.

We communicate with staff, support staff, provide profile of need, pupil profile pack and provision maps.

Information about the pupil is stored at the back of their books for the teacher.

Staff are encouraged to upload anything about a child on MS forms. This is then triaged and what tier 1 strategies have been put in place.

Pre-Graduated approach and Graduated approach are done together.

When three referrals have been received all assessments are completed alongside observation moving through to Graduated approach.

We use a whole school approach and make reasonable adjustments using the 4 generic strategies to use with children with additional needs. This equips teachers with further strategies to use in the classroom.

See graduated approach toolkit reference document.

We have inclusion Glossy.

ABC meeting where concerns are raised, parents involved. Inclusion sits under classroom and pastoral.

- Stage 1 using GA approach reference toolkit 6-8 weeks
- Stage 2 following a review by staff and parents a further 6-8 weeks.
- Stage 3 interventions 12-15 weeks
- Stage 4 SEN register
- Stage 5 EHC applied for

Heather Birkett-Rothwell SENCO St Bernadettes and St Michaels

Why?

Staff frustrations

Going straight to SENCO to try and fix

Teachers to take ownership and understand the Graduated approach

Try things before coming to SENCO need evidence.

What?

We introduced a template to record concerns

Training for staff

SLT approval

Formalise pre-graduated approach

Follow processes – assessments to see if anything underlying

Regular discussions

How?

Class teachers to use reasonable adjustments for 2 months

If concerns remain refer to SENCO for next stage with their completed notice check and try and evidence.

SENCO review and plan

Impact?

Teacher will try first using a scaled down version of Graduated approach

We have had some difficulties some staff did not see the value; we need time to embed.

EY staff are using this now with a view to year 2 using too.