

Section 2



Meeting the needs of children and young people (CYP) with SEND

2.13 Training and Workforce Development

The most important in-school factors in improving outcomes are effective teaching, including from teaching assistants, teachers and early years practitioners, and strong leadership of SEND, from SENCOs, Headteachers, nursery managers, governors and trustees.

- NASEN

In South Gloucestershire, we are committed to ensuring the best ongoing professional development for all school staff. We achieve this through providing a range of opportunities for schools for example:

- Education, Learning and Skills SENCo briefing sessions
- Ofsted Readiness SENCO training
- Whole School SEND reviewer training
- Inclusion and Behaviour Support training and in school support and development
- Therapeutic services support
- Out of LA school visits to learn from and share best practice

*'...professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a **significant impact on student achievement.**'*

- Developing Great Teaching, Teacher Development Trust, 2015

SEND Cluster Workforce Development

The aim of the cluster workforce development programme is to develop outstanding leadership of SEND through a programme of training, challenge and hands on application which will build a commitment to cluster solutions.

Aims:

- To fully understand and meet the challenges of SEND in cluster schools.

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- To be able to conduct a rigorous SEND Review.
- To develop an evidenced informed approach to SEND improvement planning.
- To work with staff and parents to ensure inclusive high-quality teaching for SEN support children and young people.
- To reflect on the challenges of the new Ofsted framework.

Day 1

Membership: Cluster board members, lead SENCOs, and experienced SENCOs/SLEs 5 per cluster.

Keynote speaker: Malcolm Reeve. The Strategic Leadership of SEND.

SEND Reviewer training: Erica Wolstenholme and Samantha Gilronan.

Conducting a SEND review including coaching skills and moving forward with a SEND improvement plan.

Using the SENCO deployment and leadership guide to support school improvement.

Day 2

Membership: Cluster SENCOs

Keynote speaker: Margaret Mulholland

The South Gloucestershire Way: Hilary Smith

Embedding the South Gloucestershire graduated approach: Louise Leader and Kim Lloyd

Using the SEND Reflection Guide to secure positive outcomes for children and young people, to include: knowledge of the learner, quality of teaching and learning and creating an environment conducive to effective learning.

Day 3

Membership: Cluster SENCOS.

Keynote speaker: Parents and carers lead

Grace Pitman: Educational Psychologist

Using the SEND reflection Guide to secure positive outcomes for children and young people with SEND, to include: systems and processes, working and communicating with families, working with other professionals and the wider community.

Coaching Programme

Coaching programme for first SEND review with an experienced reviewer. Each delegate from Day 1 will have the opportunity to complete a 2 day SEND review with another school. An experienced reviewer will provide support in a structured roll out.

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South Gloucestershire have a number of services that are provided through a trading arm. Schools can subscribe to these services or buy in support as required. Support from these services can also be commissioned through clusters.

Inclusion Support Service - Integra South Gloucestershire

The inclusion support comprises experts across the range of need in SEND. All have been teachers and have occupied roles in schools in SEND areas of specialism. They provide a range of support working strategically at school leadership level, working with teachers and supporting work around provision for individual pupils.

They provide professional development support to develop staff knowledge to ensure practice is up to date for all staff including SENCOs, teachers and support staff. They can:

- Support your SENCO in managing children with complex needs
- Induct new SENCOs into their role and support experienced SENCOs to develop their specialist knowledge
- Provide targeted support to new SENCOs linked to achievement of 'The National Award for SEN Co-ordination' which we are involved in delivering in partnership with Bath Spa. This qualification is available for new and aspiring SENCOs.
- Provide training delivered by experts in the SEN need categories of communication and interaction, autism, cognition and learning, social emotional and mental health and physical, sensory and medical needs.
- Deliver high quality, DfE approved autism training for educational professionals in Early Years settings and in Schools (5 – 16) as the approved AET hub for South Gloucestershire.
- As PD Net champions we can provide training on the framework to support staff to address the needs of pupils with physical disabilities.
- Provide 1 to 1 surgeries for teachers and SENCOs to discuss and address pupil needs
- Support schools to set up and develop provision in nurture and targeted interventions
- Develop leadership capacity through training on SEND review processes – one member of our team has been involved in writing the latest updated versions of Whole School SEND resources

Our team can provide strategic SEND support including:

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- the latest knowledge and information necessary to implement the changes in SEN associated with the SEN Code of Practice
- support with data analysis, strategic planning and deployment of resources
- advise on curriculum and environmental access in relation to SEN and disability
- support with addressing Ofsted expectations linked to SEND
- empowering and developing the confidence of teaching and learning staff through professional development
- providing support with fulfilling your statutory roles and responsibilities effectively
- support your formal casework processes, including attendance at multi-agency meetings and providing reports
- supporting schools to develop efficient and effective processes in line with LA and statutory expectations.

If you have any questions about this support or would like further information or to access support from this service please ring 01454 867171 or email info@integra.co.uk and your query will be directed to the appropriate adviser.

Behaviour Support Service - Integra South Gloucestershire

The behaviour support service comprises specialists in working with children, parents and schools in this area. They provide a range of support working across clusters and schools. They can support and advise on provision for individual pupils and work with the pupil and their parents / carers where required.

They provide professional development support to develop staff knowledge for all staff including SENCOs, teachers and support staff. They work through evidence based approaches including assessment, interventions, therapies, coaching, observation and feedback.

They can:

- Provide tailored training for school staff to build capacity and improve knowledge to ensure best current practice
- Support with development of provision linked to individual pupil need including setting up bespoke learning environments,
- Create resources including individual behaviour and sensory plans
- Provide observation and feedback to support schools to meet a child's needs

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- Model approaches and delivery of interventions such as Lego therapy, Theraplay approaches, emotional regulation, and social skills group work
- Provide coaching and support for all staff including teachers, learning assistants, NQTs and lunchtime supervisors
- Provide support and training to empower parents to support their children at home
- Provide behaviour management learning walks
- Provide telephone and online support
- Support with developing whole school behaviour systems/ policies
- Provide drop-in sessions for staff and parents

Our specialist team can:

- Work developmentally with individuals or groups of pupils over time to achieve outcomes
- Support your formal casework processes, including attendance at multi-agency meetings and providing reports
- Assist senior leaders to plan, develop and embed provision for example in low arousal approach, Better Behaviour project and emotional regulation
- Provide transition support for individuals or groups on entry to school, changing year groups or moving to another primary school or a secondary school
- Provide early and pro-active intervention with children, for example to improve self-regulation and resilience

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Therapeutic Services – Integra South Gloucestershire

We have a small team of counsellors and therapists with expert knowledge, skills and professional qualifications. As part of their quality assurance, the counsellors receive monthly supervisions with an Advanced Counsellor registered with the British Association of Counselling and Psychotherapy. They work within the Health and Care Professionals Council's Standards of Conduct and are members of relevant professional associations.

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Our counsellors work therapeutically to promote the emotional and mental health well-being of vulnerable pupils, families and staff.

This service offers early support for pupils who do not meet the thresholds for other specialist services. Counsellors or therapists use a range of approaches to promote psychological well-being, social, emotional and behavioural development. They can work with a range of complex emotional and behavioural issues relating to relationships, life events and trauma, beliefs about self, diagnosed conditions (e.g. ASD, ADHD), physical and mental health. The service encourages and enables pupils to explore feelings and emotions in a safe environment.

Therapeutic Counselling

Integrative counselling is a combined approach to psychotherapy that brings together different elements of specific therapies. Integrative therapists take the view that there is no single approach that can treat each young person in all situations. Each young person needs to be considered as a whole and counselling techniques must be tailored to their individual needs. It is a person-centred approach. In the sessions, therapists take a non-judgemental and non-directive approach and use a range of techniques from talking, play, art and role play to interact with young people to enable them to reach their potential.

Creative Arts Therapies

The Creative Arts Therapies group is made up of the four separate expressive arts - art, dance/movement, drama, and music. Our therapists are dual trained in both their specified art form and in psychological therapy. Taking a person-centred approach, a therapist may use any medium that the child responds to; story, art, movement, small world projection or sand tray, in order to explore emotional and/or behavioural issues. Creative Arts Therapy allows the child/young person to explore emotive material at a safe distance in a playful way, whilst encouraging creativity, spontaneity and increasing confidence and self-expression. Our therapists can work with children, staff and families across a wide span of need including:

- Resilience
- Emotion coaching
- Fear
- Bereavement
- Stress
- Relationships
- Anxiety
- Self-esteem
- Anger management

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- Self-harm
- Depression
- Dealing with change and transitions

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