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The South Glos Way

10th Anniversary South Glos Parents & Carers

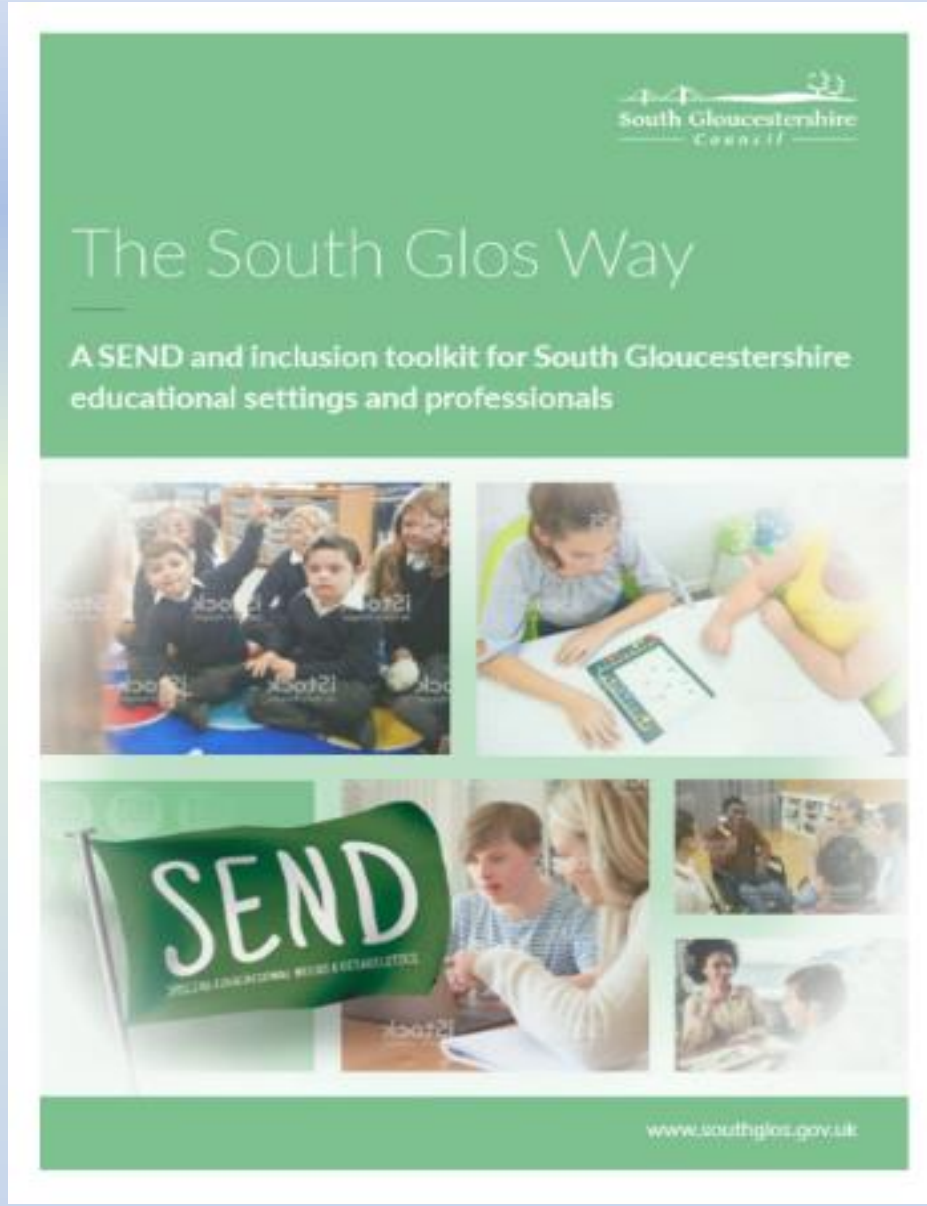
South Gloucestershire Council

South Glos Way Launch

Every teacher a teacher of SEND.

Every leader a leader of SEND.

Thursday October 1st 2020



http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/

South Glos Way Launch

3.30pm-3.45pm	Welcome and overview	Kim Lloyd
3.45pm-3.55pm	The South Glos Way	Hilary Smith
3.55pm-4.40pm	Defeating Destiny	Jarlath O'Brien
4.40pm-4.50pm	Parent Carer Forum	Rachel Trueman
4.50pm –5.05pm	Navigating the Toolkit	Kim Lloyd
5.05pm- 5.15pm	Training and Support	Jo Briscombe
5.15pm- 5.20pm	Final words	Lemn Sissay

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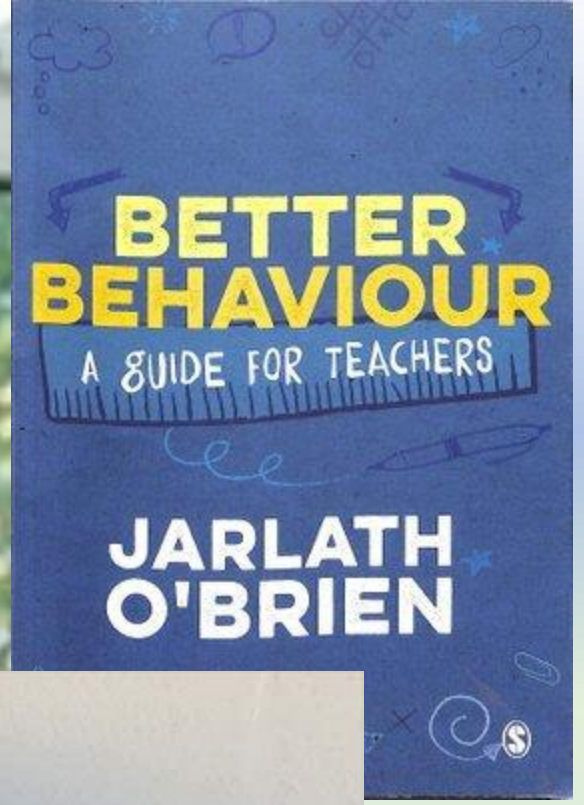

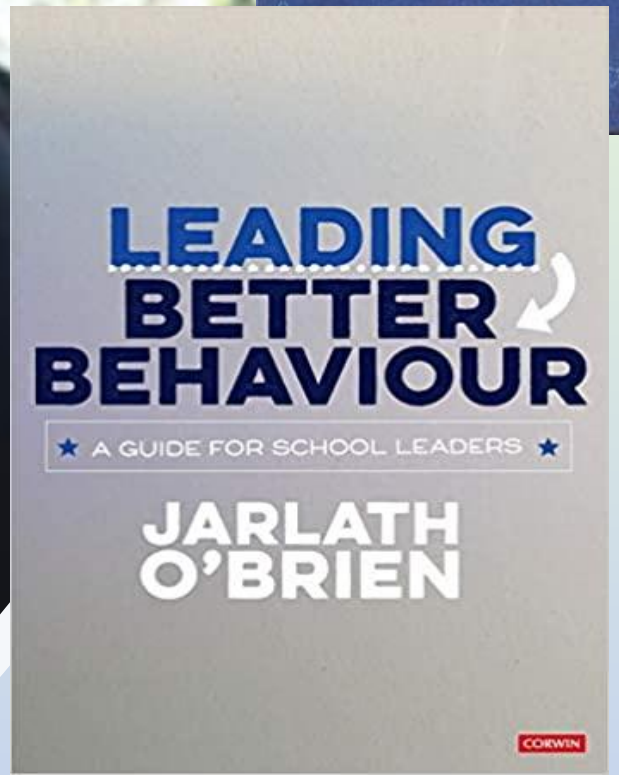

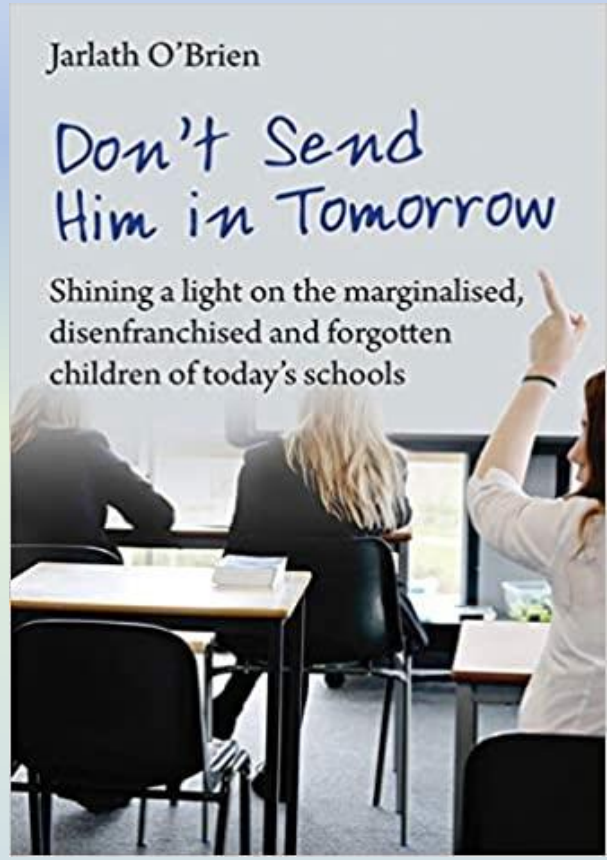

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Defeating Destiny

Launch of the South Gloucestershire Inclusion Toolkit

Jarlath O'Brien

Why should you give me the time of day?

- Secondary trained physics teacher
- Worked across all age ranges, mainstream/independent/special
- Headteacher (and EHT) since 2011
- Improved behaviour from RI to outstanding in 15 months
  - Year before I started – 320 sessions of FTE (in a school of c120 students)
  - My first year– 204 sessions of FTE, by year three – 0 FTE
- Currently interim HT of a residential SEMH school
- I'm you, just 70 miles away

Defeating destiny

- I am likely to die at least 15 years earlier than my peers.
- I am twice as likely to be bullied at primary school as my peers.
- I am five times more likely to receive a fixed-term exclusion from school than my peers.
- I am five times more likely to receive a permanent exclusion from school than my peers.
- Once I've left school I will be seven times less likely to work than my peers.
- If I do work, it will probably be part-time. It will probably be poorly paid.
- I am twice as likely to live in poverty as my peers.
- I am over four times more likely to have mental health problems as a child than my peers.
- I am more likely to have children with their own learning difficulties than my peers.
- I am at least three times more likely to end up in prison than my peers.

Challenges

- Atomised system – competition, norm-referenced exam system, teacher shortages, MAT communities
- Performativity culture – some children are riskier to have on roll than others
- Money
- Mainstream is partly self-defined

Percentage of pupils with a statement or EHC plan by type of provision, England, 2010-2019:

School type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Maintained nursery	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1
State-funded primary	25.8	25.8	25.9	26.0	26.2	26.2	25.5	25.8	26.3	27.4
State-funded secondary	28.8	28.4	27.7	26.9	25.7	24.6	23.5	22.2	20.9	20.4
State-funded special	38.2	38.7	39.0	39.6	40.5	41.4	42.9	43.8	44.2	43.8
Pupil Referral Units	0.9	0.8	0.7	0.7	0.7	0.7	0.6	0.7	0.7	0.8
Independent	4.2	4.3	4.7	4.9	5.1	5.3	5.7	5.8	6.3	6.1
Non-maintained special	2.0	1.9	1.9	1.8	1.7	1.6	1.6	1.5	1.4	1.3

Source – DfE SEND statistics, 2020

Leadership lessons and possible solutions

- Getting the culture right in school
- Collaborating and eliminating competition and judgement
- Storytelling
- The C word
- Sharing information
- A sense of belonging
- Screening
- Parents
- Motivation

Culture in school - language

- Eliminate mind traps (aka cognitive distortion* or faulty thinking)
  - labelling
  - all-or-nothing demands
  - ignoring positives and focusing on negatives
  - catastrophising
  - the fallacy of control
  - prediction of failure (aka the fortune-teller error)
- “We plan for success in this school. Now, what help do you need?”

- Decide where you stand on the following labels:
  - high/low/middle ability
  - bottom set

*See Dr Aaron Beck’s work

Culture in school - expectations

- "*Is your culture by design or by default?*" – Mark Finnis
- "We have low expectations" – said no school ever, however…
  - colouring in
  - free time
  - leaving lessons early
  - worksheet, worksheet, worksheet

Key leadership lesson

- Challenge negativity and low expectations each and every time it is encountered

Storytelling

- Because little of the impact of schools is evident when children are with you or at the point of leaving
- "*Dear Mr O'Brien,*

  Your recent blood donation was used this week at Birmingham Children's Hospital"

Key leadership lesson

- Broaden your definition, and your students' understanding, of what it means to be successful
- "A teacher affects eternity; they can never tell where their influence ends." – Henry Adams

The C word - consistency

- "*Children do well if they can. If they're not doing well it's because they lack the skills to do well.*" – Dr Ross Greene
- All behaviour is the right behaviour. It's an attempt to have your needs met.
- "*When I hear about interventions for people with autism, I read "Let's make them more like us*"" – Mark Neary

Key leadership lesson

- Creating the conditions for all of your community to thrive requires actions consistent with your values
- NOT consistency of action

Motivation

- Intrinsic – satisfaction, accomplishment
- Extrinsic – rules are of value, rule-following, carrot n stick
  - Can encourage the bare minimum and a ‘What’s in it for me?’ attitude

Key leadership lesson

- Understand the limitations of rewards, punishments, reports
- Focus on recognition and building intrinsic motivation
- ~~Catch them being good~~
- Catch them being <u>better</u>

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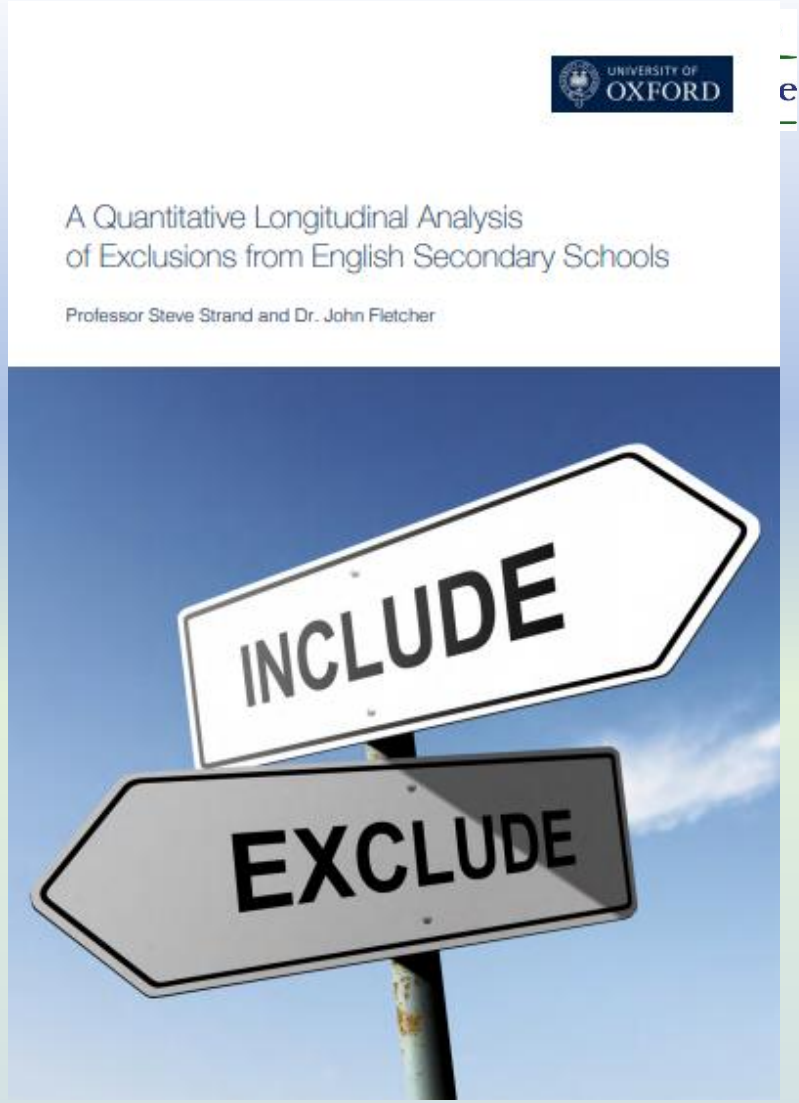
Using information

- What proportion of all children receive at least one FTE in their secondary school life?*
  - 0.016%
  - 0.16%
  - 1.6%
  - 16%

- What about for Black Caribbean and Mixed White/Black Caribbean children?



*https://ora.ox.ac.uk/objects/uuid:98d69480-56fe-4633-8dbe-81c4f461f28f

Using information - bias

- “The relationship between ethnicity and the odds of experiencing one or more FTE remains large and significant even after controlling for all these other variables.”

- “Nearly every ethnic minority group reaches a permanent exclusion on average after fewer FTEs than White British students and all but the Irish students reach a permanent exclusion having experienced FTEs of longer average duration than the White British students. These data are consistent with a degree of systemic discrimination.”

Key leadership lesson

- Look at information over the school life of your students
- Proactively look for systemic bias

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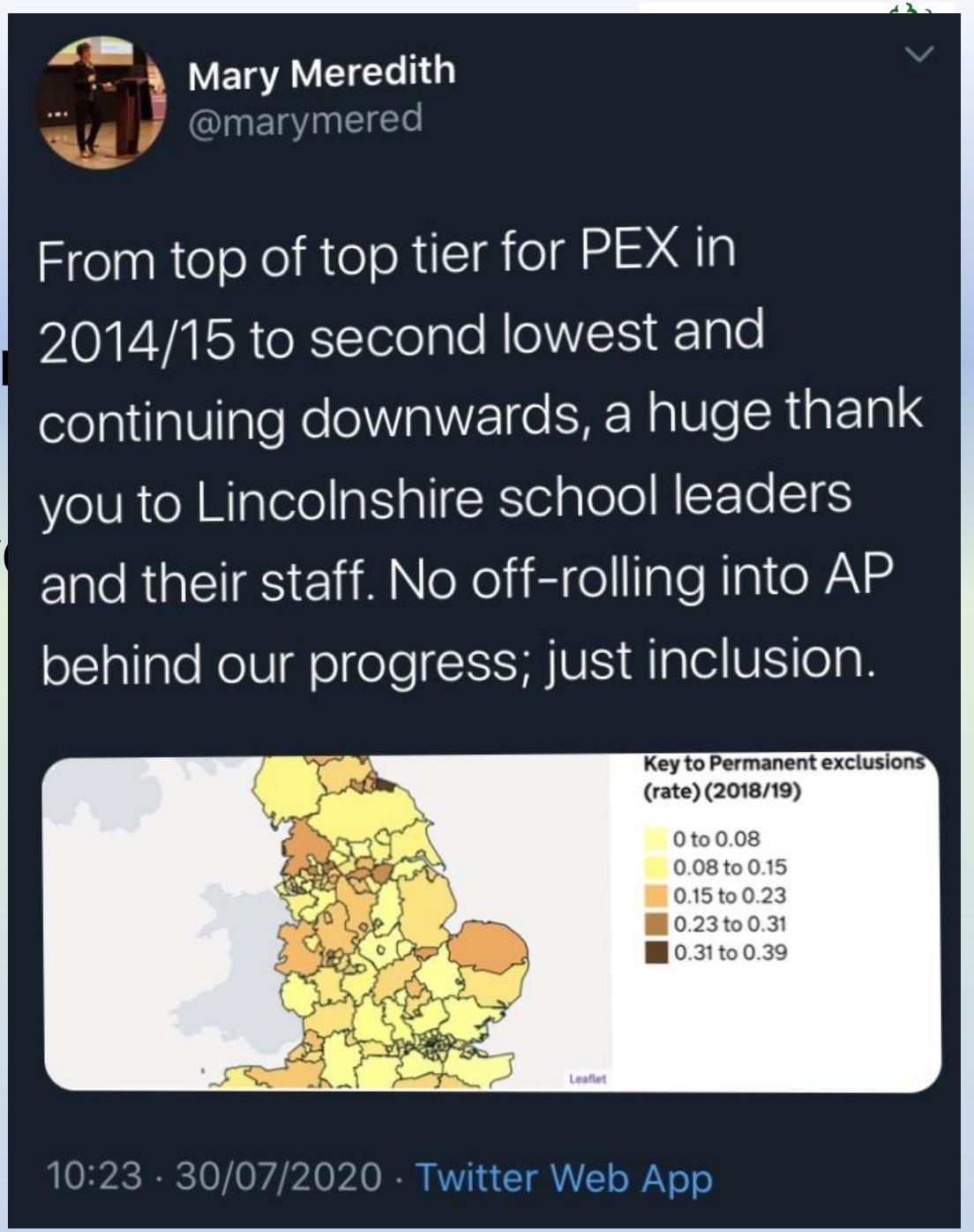
Sharing information

- Builds confidence that things are wo
- Focuses and sustains effort
- Makes it as easy as possible for gov

do their job well



			No SEND			SEN Support			EHCP		
School	% of students in isolation	% in isolation 2+ times	% of students	% of students in isolation	% of days in isolation	% of students	% of students in isolation	% of days in isolation	% of students	% of students in isolation	% of days in isolation
A	39.8%	26.1%							0.0%	0.0%	
B	24.7%	13.9%	83.8%	77.6%	72.0%	13.6%	18.0%	23.0%	2.5%	4.4%	4.5%
C	32.5%	17.6%	81.0%	74.4%		28.9%	23.1%		3.1%	2.5%	
D	8.2%	4.1%	73.3%	24.6%	15.0%	24.4%	64.8%	73.25%	2.3%	6.6%	5.5%
E	44.4%	28.4%	75.3%	68.5%		24.7%	31.5%		1.5%	0.5%	
F	54.8%	40.0%	79.3%	75.9%		19.5%	23.6%		1.2%	0.6%	
G	17.6%	3.3%	82.9%	87.7%	88.7%	17.1%	10.7%	8.5%	4.2%	1.6%	2.8%
H	32.5%	22.4%	83.8%	74.0%		13.4%	17.3%		2.8%	3.1%	
I	21.1%	14.0%	74.4%	24.6%	47.0%	18.6%	11.9%	13.0%	7.0%	24.6%	40.0%
J	62.1%	47.1%	68.8%	62.4%		29.0%	35.4%	15.0%	2.1%	2.2%	
TOTALS and AVERAGES	**31.8%**	**20.5%**	**69.7%**	**58.6%**		**18.8%**	**23.0%**		**2.5%**	**3.0%**	

- To work this requires:
  - absolute trust
  - no judgement
  - a NATO mindset

Key leadership lesson

- Decide what information is important across the LA, commit to sharing and publishing it, and commit to mutual support

A sense of belonging

- Carol Goodenow's psychological sense of school membership scale* (18 Qs)
  - People here know I can do good work.
  - It is hard for people like me to be accepted here.
  - Other students here like me the way I am.

- Do you withhold access to certain enjoyable activities as a punitive measure, or to incentivise good conduct?
- Some children find it harder to feel and be successful in school than others

Key leadership lesson

- Act on what the students who find it hardest to be successful at your school have to say about their sense of belonging.

*https://www.tes.com/news/want-get-behaviour-right-focus-belonging

Screening

- Lindsay and Dockerell (2012) found that children with SLCN needs are 35 – 50% more likely to have behavioural, emotional and social difficulties. [3] [4] [5] [6]
- Children with persistent developmental language disorder from preschool to early primary years may be more likely to have behavioural difficulties[7,8]
- When viewed in the other direction, there is research suggesting that a large majority of children with emotional and behavioural disorders have significant unidentified language deficits[9].
- If communication difficulties persist into childhood and adolescence it can be harder to spot and is more likely to be labelled as a behaviour difficulty[1]. It can result in children giving up when faced with a lack of understanding about what is required[2]

Key leadership lesson

- Ensure SLCN and literacy screening happen when concerns arise

1 Cohen, N.J., Barwick M.A., Horodezky, N.B., Vallance, D.D. and Im, N. (1998) 'Language, achievement, and cognitive processing in psychiatrically disturbed children with previously identified and unsuspected language impairments', *Journal of Child Psychology and Psychiatry*, 39 (6): 865–77.
2 Gregory, J. and Bryan, K. (2009) Evaluation of the Leeds Speech and Language Therapy Service Provision within the Intensive Supervision and Surveillance Programme Provided by the Leeds Youth Offending Team. Unpublished report. Leeds: Youth Offending Service.
3 Lindsay, G., Dockrell, J. and Strand, S. (2007) 'Longitudinal patterns of behaviour problems in children with specific speech and language difficulties: child and contextual factors', *British Journal of Educational Psychology*, 77: 811–28.
4 St Clair, M.C., Pickles, A., Durkin, K. and Conti-Ramsden, G. (2011) A longitudinal study of behavioral, emotional and social difficulties in individuals with a history of specific language impairment (SLI). *Journal of Communication Disorders*, 44 (2): 186–99.
5 Van Daal, J., Verhoeven, L. and van Balkom, H. (2007). Behaviour problems in children with language impairment. *Journal of Child Psychology and Psychiatry*, 48 (11): 1139–47.
6 Maggio, V., Grañana, N., Richaudeau, A., Torres, S., Giannotti, A. and Suburo, A (2014) Behavior problems in children with specific language impairment. *Journal of Child Neurology*, 29(2), 194-202.
7 Levickis, P., Sciberras, E., McKean, C., Conway, L., Pezic, A., Mensah, F. and Reilly, S. (2018) Language and social-emotional and behavioural wellbeing from 4 to 7 years: a community-based study. *European Child & Adolescent Psychiatry*, 27(7), 849–859. doi.org/10.1007/s00787-017-1079-7.
8 Pickles, A., Durkin, K., Mok, P., Toseeb, U. and Conti-Ramsden, G. (2016) Conduct problems co-occur with hyperactivity in children with language impairment: A longitudinal study from childhood to adolescence. *Autism & Developmental Language Impairments*. doi.org/10.1177/2396941516645251
9 Hollo, A, Wehby, J. and Oliver, R. (2014) Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Metaanalysis. *Exceptional Children*, 80(2), 169-186.

Parents

- “This school has gone right downhill since you started”
- Experts in their child

Key leadership lesson

- Communicate early
- Communicate when things go well

Things I didn’t say enough about…

- Staff – induction, development and retention (Bandura’s self-efficacy*)
- Outreach support – make it strategic
- Setting by “ability”

*https://www.tes.com/news/behaviour-management-its-all-about-confidence

Thank you so much for listening

"*When a child becomes a liability for their school's performance, education is at an end*." – Professor Gert Biesta

jarlathobrien@rocketmail.com

Parent Carer Forum

- https://m.youtube.com/watch?feature=youtu.be&v=uw4mV0I9ziU

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My family

My world! A parent's perspective.

South Glos Parents & Carers

What worked well

1.
   - Being listened to
   - Good two way communication
   - All helped to understand the needs of my child
2.
   - Knowing my child
   - Involving us in the planning and reviewing of any support
   - Ensuring the support or goals were what he needed
3.
   - Open and honest -understand expectations
   - We worked well together
   - Trust

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South Glos Parents and Carers

Winners of Contact 2019 Excellence in Parent Participation

South Glos Parents & Carers

- Local Parent Carer forum as recognised by the Department for Education one of 152 forums across England
- We are members of the South West region and National Network of Parent Carers so can influence national policy as well as local
- We have 1300 Parent Carers and 125 professionals/schools on our associates database
- We collect the views of Parents and Carers and we represent the wider views at various strategic meetings across the area

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SEN Support Survey launches 5th Oct

Families can complete the survey on the following link https://bit.ly/33n0x75.

Please share with your families help us to make contact

Co production is crucial

If you want to know how a pair of shoes fit

You don’t ask the person who designed the shoes,

You don’t ask the person who made the shoes

And you don’t ask the person who bought the shoes.

You ask the person who wears the shoes.

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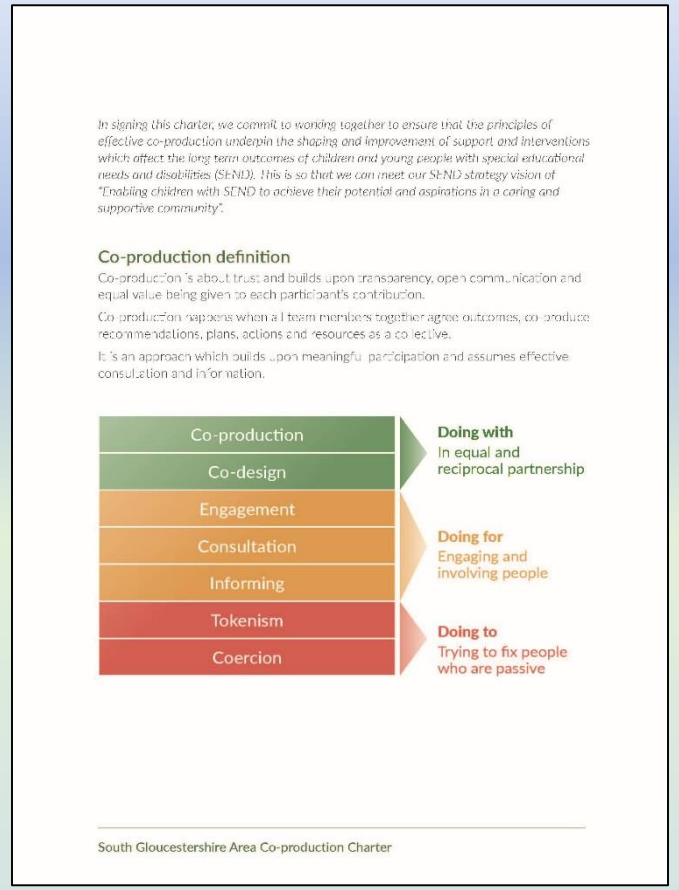


In signing this charter, we commit to working together to ensure that the principles of effective co-production underpin the shaping and improvement of support and interventions which affect the long term outcomes of children and young people with special educational needs and disabilities (SEND). This is so that we can meet our SEND strategy vision of "Enabling children with SEND to achieve their potential and aspirations in a caring and supportive community".

Co-production definition

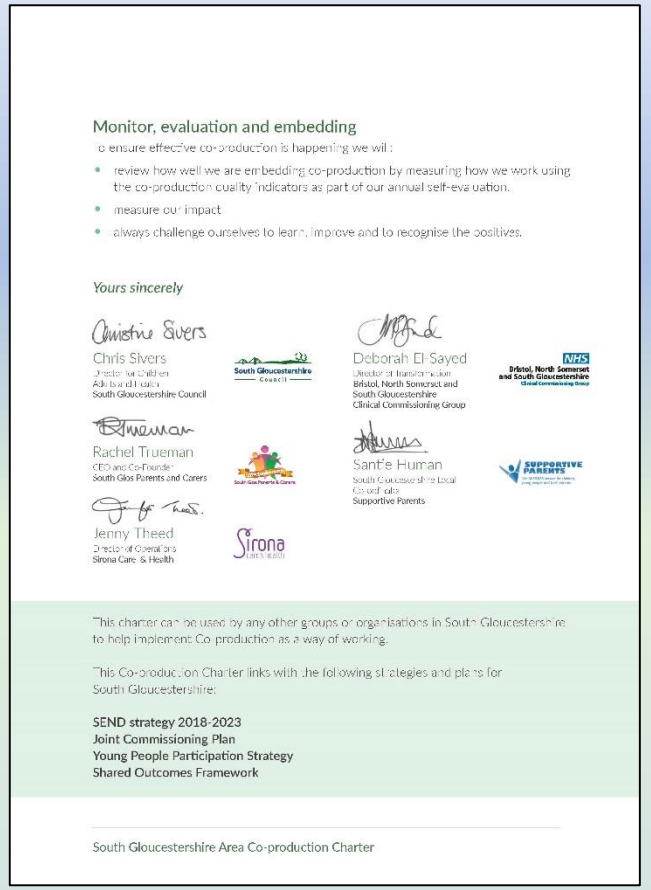
Co-production is about trust and builds upon transparency, open communication and equal value being given to each participant's contribution.

Co-production happens when all team members together agree outcomes, co-produce recommendations, plans, actions and resources as a collective.

It is an approach which builds upon meaningful participation and assumes effective consultation and information.

Co-production	**Doing with** In equal and reciprocal partnership
Co-design	
Engagement	**Doing for** Engaging and involving people
Consultation	
Informing	
Tokenism	**Doing to** Trying to fix people who are passive
Coercion	

South Gloucestershire Area Co-production Charter



Monitor, evaluation and embedding

To ensure effective co-production is happening we will:

- review how well we are embedding co-production by measuring how we work using the co-production quality indicators as part of our annual self-evaluation.
- measure our impact
- always challenge ourselves to learn, improve and to recognise the positives.

Yours sincerely

Chris Sivers
Director for Children
Adult and Health
South Gloucestershire Council

Deborah El-Sayed
Director of Transformation
Bristol, North Somerset and
South Gloucestershire
Clinical Commissioning Group

Rachel Trueman
CEO and Co-Founder
South Glos Parents and Carers

Sante Human
South Gloucestershire Local
Co-ordinator
Supportive Parents

Jenny Theed
Director of Operations
Sirona Care & Health

This charter can be used by any other groups or organisations in South Gloucestershire to help implement Co-production as a way of working.

This Co-production Charter links with the following strategies and plans for South Gloucestershire:

SEND strategy 2018-2023
Joint Commissioning Plan
Young People Participation Strategy
Shared Outcomes Framework

South Gloucestershire Area Co-production Charter

Co- Production Charter - launching this week

Access to Sensory Room at our Base

Event re Finance

Our Sensory workshop

Pop up Support

Community Base

South Glos Parents and Carers

Website: https://www.sglospc.org.uk

Email: Team@sglospc.org.uk

Supportive Parents

Website: https://www.supportiveparents.org.uk

Email support@supportiveparents.org.uk

http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/

Section 1: The South Glos Way of Doing Things

- 1.1 – Introduction and Purpose of the Toolkit
- 1.2 – Definition of Special Educational Needs and Disability
- 1.3 – National and Local Context
- 1.4 – Vision and Principles: The South Glos Way
- 1.5 – Leadership of SEND
- 1.6 – SEND Code of Practice: Statutory Guidance
- 1.7 – The Legal Framework
- 1.8 – Working with Families
- 1.9 – A Person Centred Approach
- 1.10 – Co-production
- 1.11 – The South Glos Local Offer
- 1.12 – The Role of the EHCP Co-ordination Team
- 1.13 – The Role of SEND Clusters
- 1.14 – Special Schools and Specialist Provision
- 1.15 – Structure Chart and South Glos Services (*currently being reviewed*)
- 1.16 – #SouthGlosConnect Recovery Curriculum and the Toolkit

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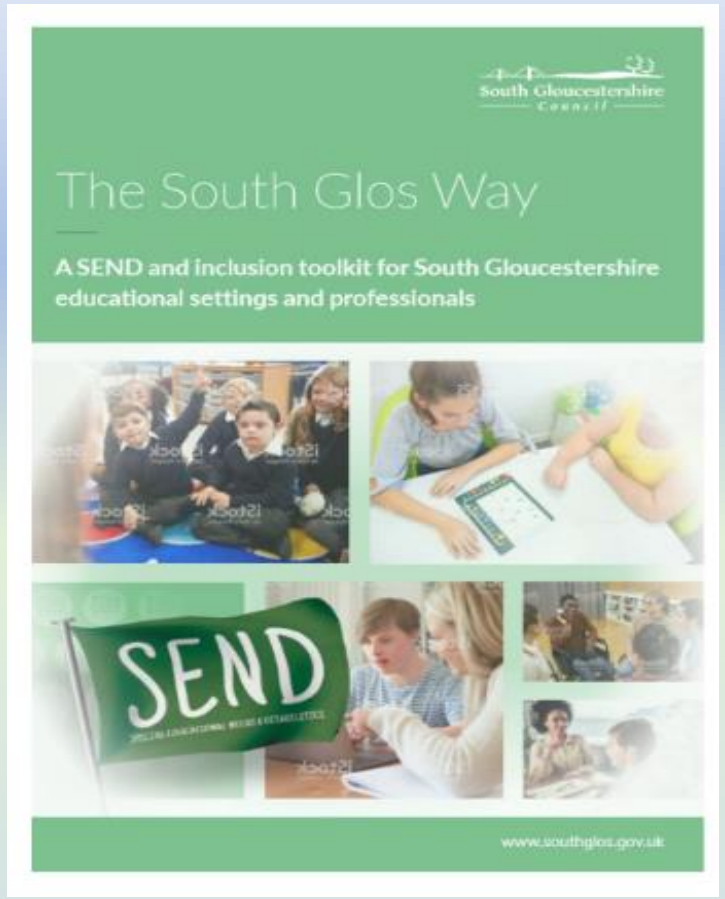
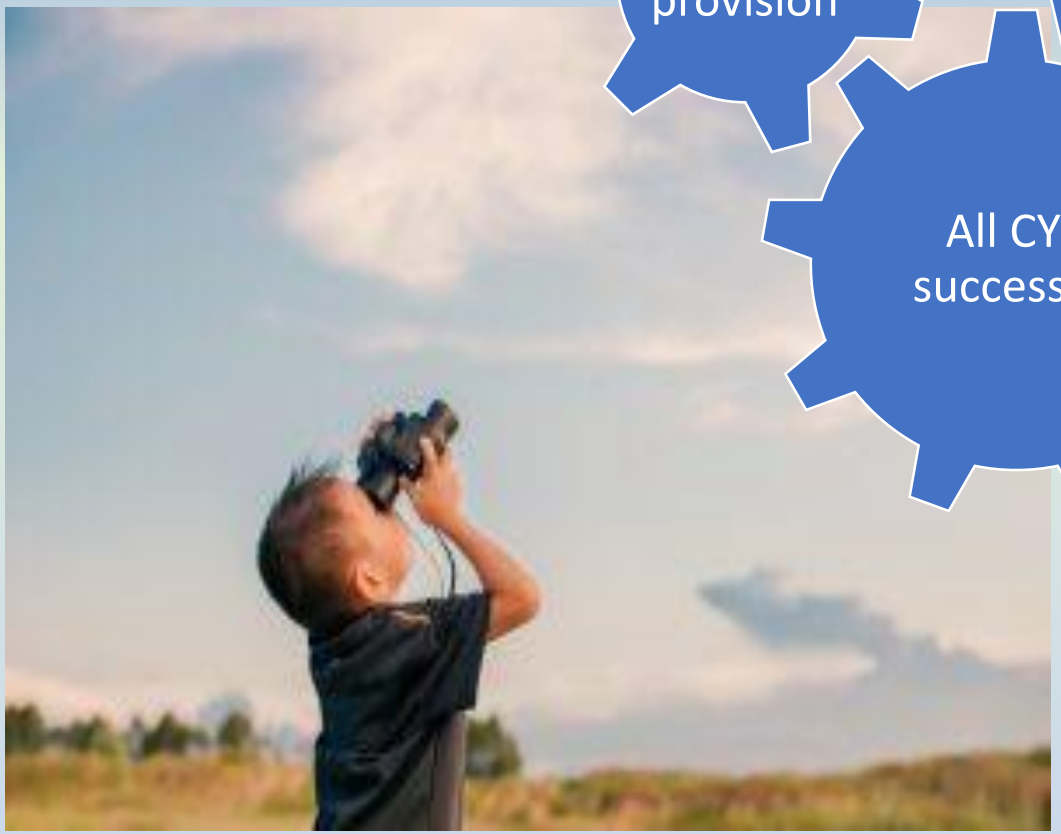


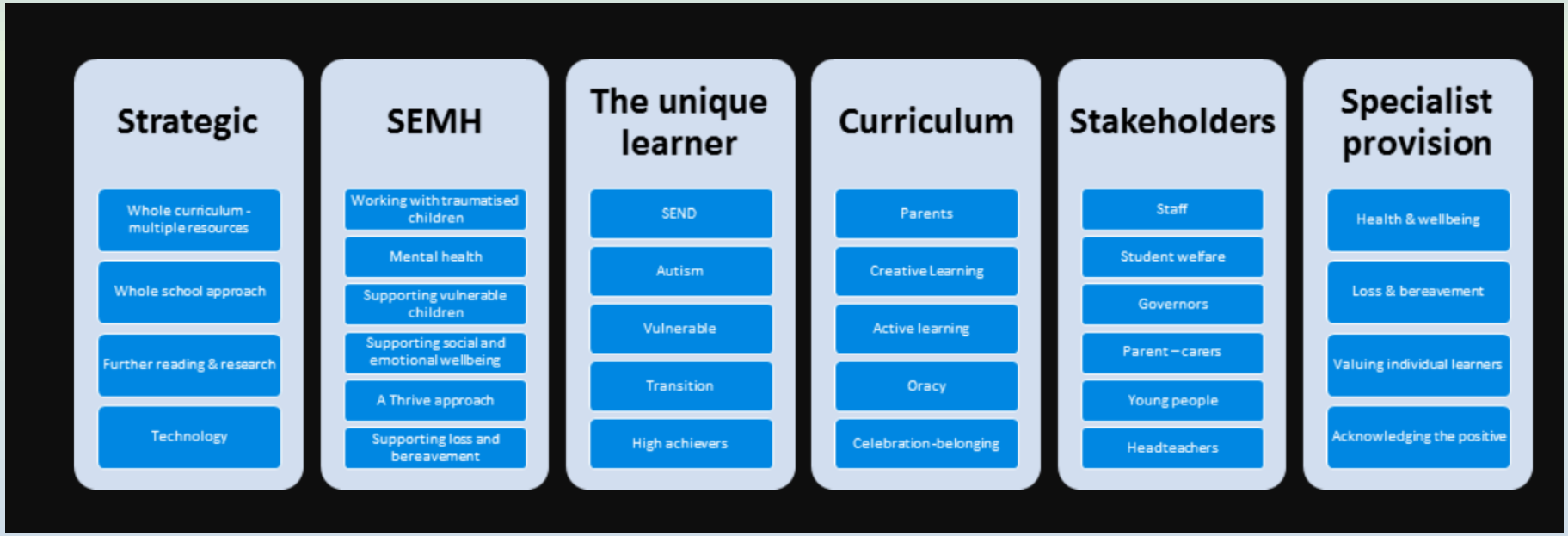
Inclusive provision

The 6 A's

All CYP successful



https://www.integra.co.uk/southglosconnect/



http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/

Section 2: Meeting the Needs of Children and Young People with SEND (The Graduated Approach)

- 2.1 – Universal Provision: High Quality Teaching
- 2.2 – The Graduated Approach: Assess, Plan, Do and Review
- 2.3 – The South Glos Graduated Approach: All, Some, Few
- 2.4 – The Four Broad Areas of Need
- 2.5 – The Graduated Approach: Cognition and Learning
- 2.6 – The Graduated Approach: Communication and Interaction
- 2.7 – The Graduated Approach: Social Emotional and Mental Health
- 2.8 – The Graduated Approach: Sensory and/or Physical
- 2.9 – Early Help Arrangements and Preventative Services
- 2.10 – Supporting CYP with Medical Needs
- 2.11 – Education, Health and Care Needs Assessments *(currently being reviewed)*
- 2.12 – Effective Transition
- 2.13 – Training and Workforce Development *(currently being reviewed)*

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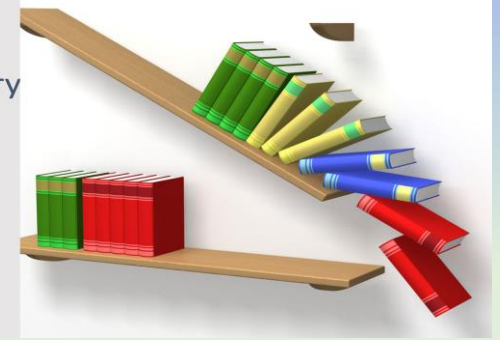
Use positive language

https://educationendowmentfoundation.org.uk/

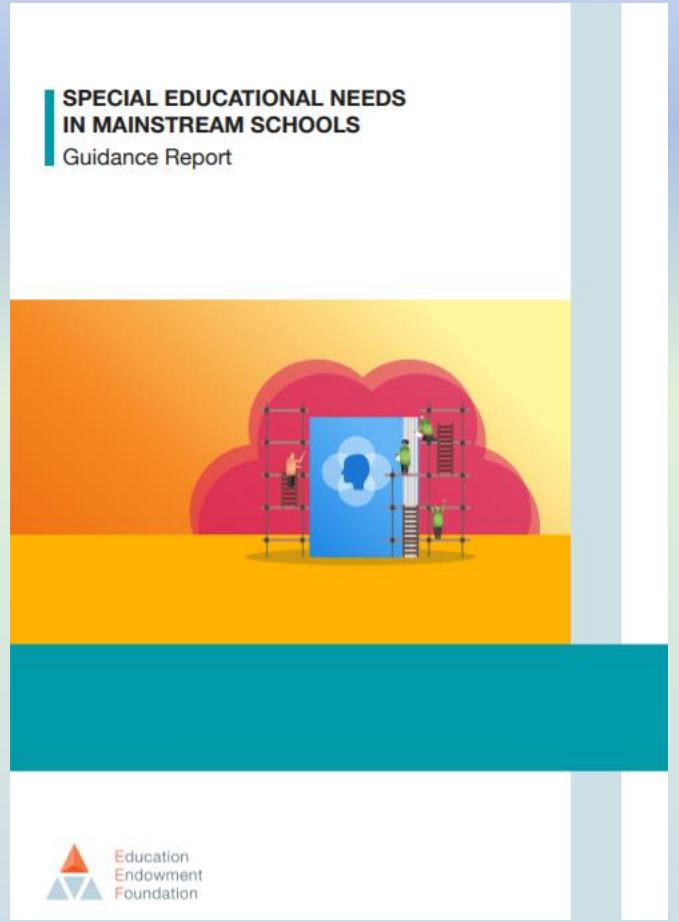
Teach metacognition

Reduce memory load



Boost self-esteem

Allow 'think time'



Understand challenging behaviour

http://www.thedyslexia-spldtrust.org.uk/4/resources/2/schools-and-local-authorities/387/teaching-for-neurodiversity-resources-ndash-engaging-learners-with-send/

http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/

Section 3: Understanding Social Emotional Mental Heath and Reducing Exclusions

- 3.1 – Guidance on SEMH and Reducing Exclusions
- 3.2 – The Role of the High Risk Group (HRG)
- 3.3 – Fair Access Protocol (external link)
- 3.4 – Managed Move Guidance/Supportive Transfers
- 3.5 – PRU Provision (PLC) Placement Process (external link)
- 3.6 – PRU (PLC) Referral Form (external link)
- 3.7 – Reduced Timetables Guidance
- 3.8 – Alternative Provision Guidance
- 3.9 – Alternative Provision Catalogue
- 3.10 – Anxiety Toolkit (external link)
- 3.11 – Adverse Childhood Experiences Self Assessment Checklist

http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/

⊕ Section 4: SEN Funding

⊖ Section 5: Advice and Guidance

- 5.1 – The Role of the CEO/Headteacher
- 5.2 – The Role of Governors/Trustees
- 5.3 – The Role of the SENCo
- 5.4 – The Role of the Teacher
- 5.5 – The Role of Support Staff
- 5.6 – Parent Carer Forum and SENDIAS South Gloucestershire
- 5.7 – Children in Specific Circumstances
- 5.8 – Best Practice Annual Reviews
- 5.9 – Writing the SEN School Information Report
- 5.10 – Delayed Transfer/Repeating a Year Guidance
- 5.11 – CME, CMFE, Attendance (*Currently being developed)*

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http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/

- 6.1 – South Glos SEN Forms Overview Guidance

SEN Support Forms

- 6.2 – South Glos My Support Plan
- 6.3 – South Glos My Support Plan with Wider Assessment

SEN EHC Needs Assessment Forms

- 6.4 – Education, Health and Care Needs Assessment Request Form for Educational Settings
- 6.5 – Education, Health and Care Needs Assessment Request Form for Parents/Carers or CYP (over age of 16)
- 6.6 – Appendix A CYP Contribution to EHC Needs Assessment
- 6.7 – Appendix A Parent Carer Contribution to EHC Needs Assessment
- 6.8 – Appendix B Educational Setting Contribution to EHC Needs Assessment

EHCP Annual Review Forms

- 6.9 – EHCP Annual Review Meeting Form
- 6.10 – EHCP Annual Review School Contribution Form
- 6.11 – EHCP Annual Review CYP Contribution Form
- 6.12 – EHCP Annual Review Parent/Carer Contribution Form

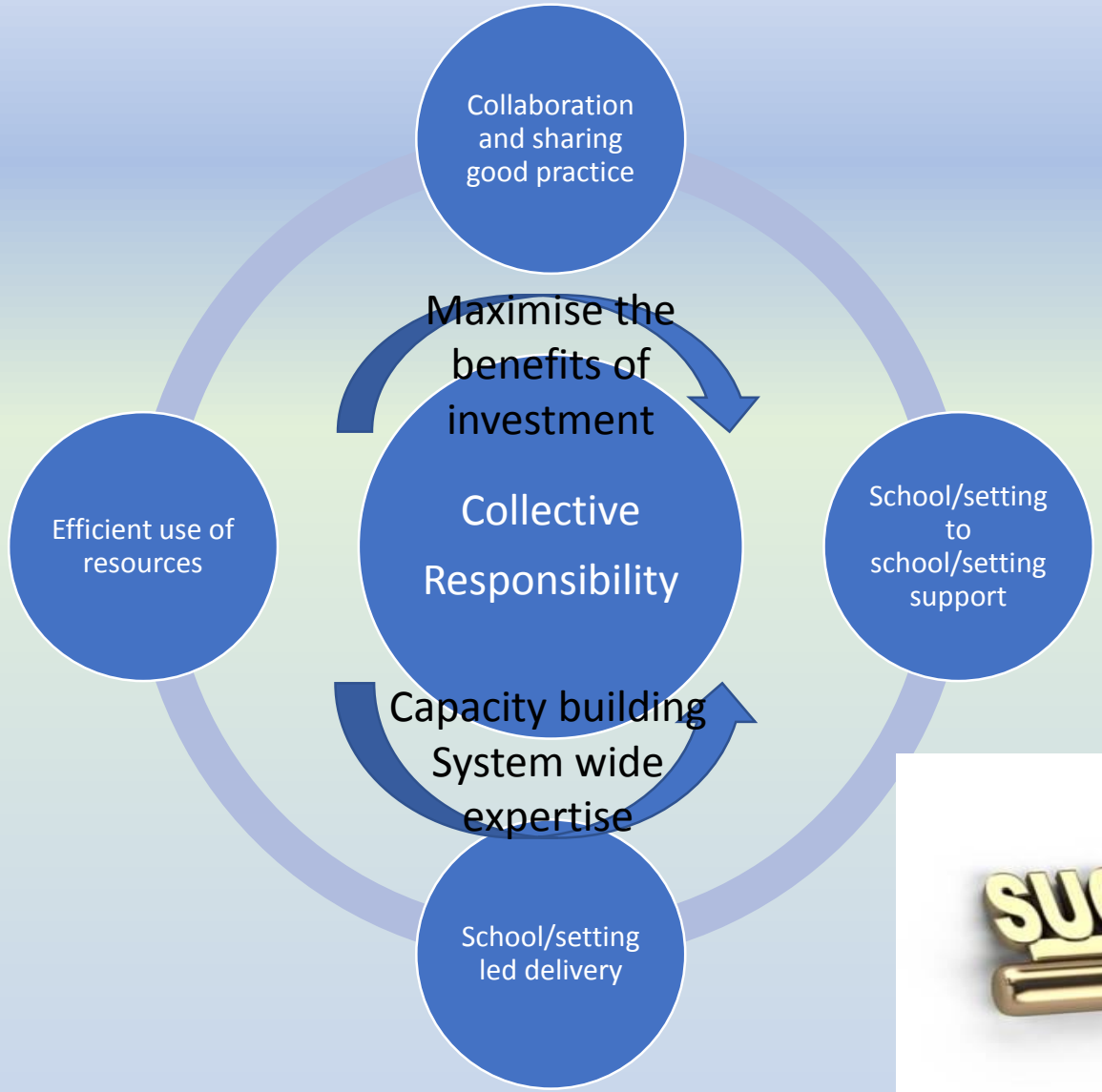
Other forms and policies

- 6.13 – Auditing Provision: Inclusion Health Check
- 6.14 – Auditing Provision: Whole School SEND Reviews
- 6.15 – Whole School Accessibility Audit
- 6.16 – Individual Pupil Accessibility Audit
- 6.17 – SEND Pupil Risk Assessment
- 6.18 – Personal Needs Plan: Bathroom Agreement/Personal Care Plan
- 6.19 – Supporting Children and Young People with Medical Needs
- 6.20 – High Risk Group and SEND cluster impact evaluation form for funding

http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/

- Section 7: EYFS Advice, Guidance and Templates
  - 7.1 – EYFS Transition Plan
  - 7.2 – EYFS Graduated Response for Transition
  - 7.3 – Early Years Settings Roles and Responsibilities
- Section 8: Preparing for Adulthood and Post 16 Support
  - 8.1 – Preparing for Adulthood from the Earliest Years
- Section 9: Health
- Section 10: Social Care
- Appendices

How do we deliver the vision?



Further Toolkit Sessions

Cognition and Learning	Communication and Interaction	Sensory and / or Physical	Social, Emotional and Mental Health
15 October	5 November	19 November	3 December

Toolkit Session Overview

Each session will cover

- Context and local information
- Overview
- Graduated approach linked to the toolkit
- Identification of need
- Provision
- School case study
- Overview of use of toolkit

Preparation

Look at the relevant section of the toolkit

Consider a CYP in your school at SEN support with a need in that area

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Headteacher SEND Leadership Programme

Ethical SEND Leadership

Simon Knight

Practical Guide to SEND Leadership

Brian Walton

Maximising the Impact of your SENCo

Helen Curran

SEND and the Law

SEND and Finance

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SEND in a Nutshell with Malcolm Reeve

6th October 4-5.30pm – SEND Cluster Chairs

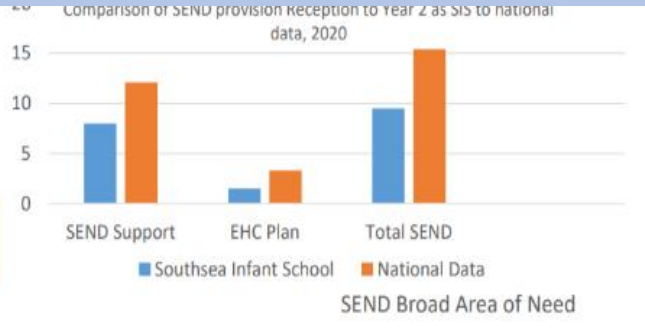
8th October 4-5.30pm- Headteachers and SENCos

2019 results Year 2 Expected or above	Boys	Girls	Pupil Premium	SEND status	EAL
Reading	85.2	93.3	81.8	71.4	88.9
Writing	81.5	93.3	81.8	28.6	83.3
Maths	88.9	93.3	81.8	57.1	88.9
2019 results Year 2 Greater depth	Boys	Girls	Pupil Premium	SEND status	EAL
Reading	25.9	56.7	36.4	0	50
Writing	14.8	43.3	36.4	0	27.8
Maths	22.2	36.7	36.4	14.3	33.3

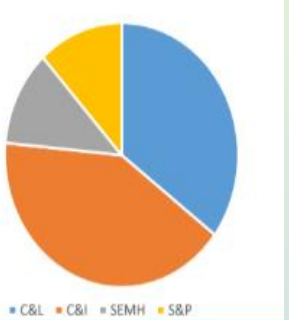
'Communication is excellent at Southsea Infant School. Feeling part of my child's progress at every stage empowers me as a parent.'
Parent of Year 2 student

SEND IN A NUTSHELL

Attendance 2020
SEND – 94.7%
Whole school – 96.5%



Portsmouth Inclusive Education | Quality Mark Statement of Recognition



'I love my teacher!'
'I like doing maths, writing and reading.'
'I like school. It's my favourite thing. I like all of the jobs we do.'
Reception students

Improvement priorities…

1. For boys and girls to attain and progress at a similar level.
2. For every child to be an effective communicator.
3. For children with SEND to achieve to the best of their ability.
4. To create strong and positive relationships within and around the school community.
5. To increase the attendance of pupils with SEND.

Strengths

- Progress for all children with (SEND)
- Quality SALT provision
- Specialized support for children with additional Speech and Language needs.

SEND provision and impact examples (over 6 weeks)

C & L	C & I	SEMH	S &P
Reading intervention Precision teaching Pre-teaching vocabulary	School Speech and Language Therapy Springboard	1:1 time to talk Emotional Support groups	Sensory support Clever Bodies Clever Hands Pilates group Modified resources
On average children improve their reading by one book band level each half	*Significant improvement in personal SALT targets.*	*Children feel safe and secure in school and confident about moving to their new*	*Children with VI have access to modified resources.*

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Inspire and be inspired