

REPORT TO: Children, Young People's & Families Policy and Performance Board

DATE: 11 November 2024

REPORTING OFFICER: Executive Director, Children's Services

PORTFOLIO: Children and Young People

SUBJECT: Special Educational Needs and Disabilities (SEND) Improvement Plan Update

WARD(S) All Wards

1.0 PURPOSE OF THE REPORT

1.1 To assure the board of the progress today against the targets set out in the Delivering Better Values (DBV) Grant.

2.0 RECOMMENDATION: That the report be noted.

3.0 SUPPORTING INFORMATION

3.1 DBV is a Department for Education programme working to identify and implement local opportunities to improve the outcomes for children and young people with SEND across 54 LAs, and aid local systems (alongside existing local and other DfE programmes) in their objective of achieving financial sustainability. Halton was identified as eligible to apply for DBV grant funding and subsequently a grant application was submitted on the 20th December 2023. Halton requested £1m of grant funding, primarily to build resilience across all educational systems to support and include learners with Social, Emotional Mental Health Needs. The initiatives outlined in our bid are designed to allow schools and settings to support SEND children effectively, without necessarily having to request an Education Health and Care assessment, alleviating the demand for specialist placements, and reducing both the risk of out of borough placement and permanent exclusions. We were notified in March that our bid was successful and that we had been awarded the full £1m grant. This additional resource presents a significant opportunity to positively transform inclusive practices across Halton.

3.2 Work Stream 1- Behaviour Support- Thrive – Ahead (implementation phase)

In summary to date 72.8% of schools have engaged regarding the project with 57.1% of schools having booked some or all of their

Thrive training. The first induction trainings for Halton staff have now been delivered with 474 staff registrations. In addition we have also now brought on board the Educational Psychologist team who have purchased Thrive training and will be joining some of the Halton practitioner trainings so that they can support schools through their work. This is in addition to us also training both our EYFS Team and also our Specialist Teaching Team members. This Halton Officers training will ensure sustainability after DBV ceases.

- 3.3 Behaviour Support - Team teach – Ahead (implementation phase)
We are currently ahead in our roll out of Team Teach. All our Resource Bases have now been trained as well as a number of mainstream settings- 74 members of school staff have had Level 1 training and 10 Level 2. We also have more settings booked in before Christmas. We have now taken the decision to train 8 of our EP team (Educational Psychologist). This will give us the opportunity to be sustainable after DBV has finished. We had previously planned to give the trainers training to schools (via expression of interest previously). We also feel we will be able to suggest and deliver bespoke training for settings if the need arises from this change in approach. We have also secured a workshop for up to 50 places for November from Team Teach- this course is nearly full. This is designed to support schools who have only a few members of staff that need training.

Training Feedback from H/T Murdishaw Primary School:

Just wanted to let you know that we have had Gemma Neil from Victoria Road in training our staff the last 2 Wednesday nights with some de-escalation techniques, and her delivery, compassion to our staff and subject knowledge was outstanding! Thank you for making this training free to us. Very worthwhile and would recommend to all.

- 3.4 Behaviour Support Lead Practitioner – On Track (implementation phase)

Team around the School Model (TATS) now in place. This is in the form of a weekly professional meeting in which pupils at risk of exclusion are identified both by settings and other Halton LA data sets. The meeting is made up of EP, EWO, Specialist Teachers, Mental Health, Nursing, Locality Teams as well as Police, Youth Justice and Social Worker if applicable to the child. The newly appointed data analyst team members use the data to drive the meetings held.

- 3.5 Behaviour Support EBSNA Pathway – On Track (co-design phase)

EWO and EP Services are now engaged to work with EBSNA children and families. This is a joint approach from both SASOs (School Attendance Support Officers) and Assistant EPs. These children will be identified by a S19 or Education Inclusion Panel to

consider school referrals. This panel and governance has been agreed. With our data analyst now in post we are using the Vulnerable Learners groups (meets 6 weekly) to identify and monitor this cohort and report impact.

3.6 Behaviour Support HD Unit – On Track (co-design phase)

Proposal shared with Secondary headteachers, via Headteacher briefings and 1-1 meetings. Model and costings codesigned with schools and expressions of interest invited and received we are collating this feedback but the general response was positive. One secondary setting has been identified and planning meeting have been set to commence in October. In line with our agreed plans we are still aiming for late Autumn term implementation.

3.7 Inclusion Quality Mark – slightly behind (implementation phase)

After consultation with stakeholders we have moved away from design and create a Halton Quality Mark. It was understood from speaking to schools that they would rather have a nationally recognised mark. This will now be in the form of the IQM (Inclusion Quality Mark), the launch took place in September at our DBV 'Learning Lunch' for Resource base settings. Once the Resource Bases are on board we will look at phase two. This will involve these schools supporting and offering outreach to mainstream in the form of inclusion which over time will form the creation of the Halton Quality Mark.

3.8 Inclusion Toolkit/ SA Framework – On track (implementation)

This links to Workstream 1 - Team around the School Model (TATS) which is now in place. To support the weekly meetings, a range of documents including a toolkit is being procured. This is an open access bank of resources that will support schools. It also includes a directory of local service which can be accessed and contacts for lead practitioners in each field. This strand also feeds back into the new digital Local Offer which is being created as part of PAP 2 on the SEND Area Action Plan for Halton.

3.9 Inclusion Lead Practitioner - On track (implementation)

After the design phase, this has now started to be implemented in a number of ways. This has been closely linked to the training of Halton Staff in both Thrive Approach and the ability for our EP service to offer TEAM Teach training. The Specialist Teacher Service are leading of the inclusive practice for each of their specialist areas. Our Resource Bases are supporting mainstream settings with inclusive practices. This was co-designed and a framework set at our DBV 'Learning Lunch' event in September.

3.10 Headteacher Coach and Influence Model - On track (co-design phase)

Our Principal Educational Psychologist has consulted with Headteachers on the best approach to this. The outcome has been a hybrid bespoke approach in the form of both online and face to face – both group and one to one. We are utilising the existing cluster groups in the first instance to support Headteachers, followed by both in person and online meetings.

4.0 POLICY IMPLICATIONS

4.1 None identified.

5.0 FINANCIAL IMPLICATIONS

5.1 Quarter 1 cost £326,240
Quarter 2 cost £42,940
Total Cost to date: £369,180
Income from the grant to date, £500,000.

It is hoped that the impact of the Delivering Better Value work will significantly impact on the request for Education Health and Care Plans, which if successful, could have a positive impact on both spend against the High Needs block and the SEND transport spend. It is not possible at this time to quantify what that impact could be.

5.2 Grant spending is on track and within budget.

5.3 DfE are releasing the next stage of funding

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Improving Health, Promoting Wellbeing and Supporting Greater Independence

None identified.

6.2 Building a Strong, Sustainable Local Economy

None identified.

6.3 Supporting Children, Young People and Families

None identified.

6.4 Tackling Inequality and Helping Those Who Are Most In Need

None identified.

6.5 Working Towards a Greener Future

None identified.

6.6 Valuing and Appreciating Halton and Our Community

None identified.

7.0 RISK ANALYSIS

7.1 None identified.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 None identified.

9.0 CLIMATE CHANGE IMPLICATIONS

9.1 None identified.

10.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

None under the meaning of the Act.