

Key Messages

- 1) Increased capacity of special school in-reach and outreach support.
- 2) Assessing the impact on enhancements already in progress.
- 3) Participating settings in cohorts 1&2 are fully underway, with cohorts 3&4 due to start in October 2024.
- 4) Expansion of Behaviour Inclusion Team.

Special School In-Reach and Outreach

Special School In-Reach and Outreach support is once again available for all schools to access at no cost, due to funding from the Delivering Better Value grant. Packages of support from Frank Wise and The Gallery Trust have been refreshed for the new year with Propeller and Mulberry Bush also joining the project, greatly increasing capacity. Bespoke packages of support aim to develop staff knowledge and confidence around identified needs to improve outcomes for children and young people with SEND. 59 referrals have been triaged so far with lots of positive feedback being collated from participating schools. Referrals can be made through the SENDCO Helpdesk and are triaged every Monday.

Enhanced Pathways

The Warriner school have now had their enhanced pathway up and running for a full term and a quality assurance audit is booked in for this term to begin tracking impact. Wallingford school will launch the enhanced pathway this term and Cheney are setting things in motion for the launch of theirs. There are now 10 grants submitted from the phase two secondary schools countywide and 8 of those are agreed and embedding support in this spring term.

The Relational Schools Programme

Cohort 1 (made up of 3 secondary schools, 7 primary schools and 2 EYFS settings) is fully underway, with participating settings starting the Trauma-Informed Relational Practice (TIRP) online modules and practice discussions after February half-term. Cohort 2 (made up of 2 secondary schools and 10 primary schools) starts on Tuesday 12th March. Cohorts 3 and 4 are both scheduled to commence in October 2024. The project team continue to work with relevant partner organisations (locally and further afield) to secure opportunities that will support effective implementation in participating settings – e.g., peer mentoring, coaching, immersion experiences and specialist training around certain themes. A colleague on Cohort 1 recently commented: “Ofsted loved our new ways of working that have come directly from the course.”

Behaviour Inclusion Officers

Through the grant we are expanding the Behaviour Inclusion Team. Danielle Reilly is the Senior Behaviour Inclusion Officer (BIO). We have recruited four new officers to work with Danielle, Exclusion and Reintegration team and other OCC colleagues to cover the county. The officers will be out in schools from mid-January shadowing staff.

SEND Early Intervention Briefing Note

January 2024

The aims of this role are:

- Provide specialist advice and support to school staff and OCC teams working with children and young people who present with challenging behaviour in education.
- Work with schools and Oxfordshire County Council staff to reduce the risk of suspension and exclusion for individual children.

We are still working on finessing the referral process and will come back to you with more information on this as soon as possible but in the meantime schools and colleagues can contact their area exclusion officer in the first instance [Exclusion and Reintegration Team | Oxfordshire Schools](#).

Remember, the earlier we can intervene the better the outcomes for the child.

Oxfordshire
SEND