




Schools' Information Sharing Meeting 16 January 2024





UKHSA data dashboard takes over from the Coronavirus (COVID-19) dashboard

On Thursday 21 December the Coronavirus (COVID-19) dashboard was replaced by the [UKHSA data dashboard](#).

The new dashboard will continue to highlight priority data and trends with an initial focus on respiratory viruses – including COVID-19 – but its metrics will be constantly assessed and updated with the aim to expand to reflect the full breadth of UKHSA's remit.

The UKHSA data dashboard API can be used to extract some data but not all data relating to a data type or geographical area.

To find out more information click [here](#)



Measles

There is a significant outbreak of Measles in the West Midlands where there is evidence of established community transmission, along with an increase in confirmed measles cases in the London area.

We have not, as yet, had any confirmed Measles cases in the South East, and therefore currently rashes are more than likely to be for other reasons.

However, with mixing of family and friends during the recent holiday period, PH colleagues have asked me to share a newly published UKHSA blog about keeping children healthy when going back to school

<https://ukhsa.blog.gov.uk/2024/01/03/a-parents-guide-to-keeping-kids-healthy-this-school-year/>

There is a UKHSA and South East Education leads meeting on Thursday, where Measles will be discussed.

Moments matter, attendance counts.

You can access a [new toolkit](#) with more details and valuable resources which can be used to help support a warm welcome to school for children, young people and families.

This is in addition to existing resources including:

- [guidance on mild illness](#),
- [a letter from the Chief Medical Officer](#),
- [support for children who are anxious about school](#),
- [toolkit to help schools communicate with families on attendance](#).



MOMENTS
MATTER,
ATTENDANCE
COUNTS.



Oxfordshire

SEND

Early Intervention and Prevention

Strategic Development and Improvement



**OUR AMBITION IS FOR ALL CHILDREN AND
YOUNG PEOPLE WITH SEND TO HAVE THE
RIGHT SUPPORT AND OPPORTUNITIES AT
THE RIGHT TIME SO THAT THEY GO ON TO
LIVE RICH AND FULFILLING LIVES AT THE
HEART OF THEIR COMMUNITIES.**

OXFORDSHIRE LOCAL AREA SEND STRATEGY (2022)



AIMS OF EARLY INTERVENTION WORK

- **Increasing** parental confidence in mainstream school ability to meet the needs of CYP with SEND
- **Increasing** confidence of mainstream teachers, leaders and staff to identify and meet the needs of CYP with SEND.

Which should mean we will see:

- **Reduction** in requests for assessment for children as needs can be met locally
- **Reduction** on requests and INMSS placements
- **Reduction** of SEND transport bill as children are in local schools



EARLY INTERVENTION PROJECTS





Early Intervention Projects

Improved outcomes for
children and young people



Special School In-Reach/Outreach

Packages of support focused on improving mainstream professional knowledge and confidence in understanding and meeting the needs of children and young people with SEND

Relational Schools Programme

18-month leadership programme aiming to create sustainable trauma-informed, relational and restorative communities



Early Intervention Projects

Improved outcomes for
children and young people



Enhanced Pathways

Phase 1

An enhanced mainstream offer to meet the needs of rising year 7s with EHCPs
Bespoke, teacher-led step-aside learning space
3 Year reintegration plan to ready CYP for KS4

Phase 2

One year grant to support school design of an enhanced package of support for year 7s with EHCPs

Behaviour Practitioners

Recognising behaviour as communication of need, these specialists will offer guidance and training to schools to support with interpreting and managing behavioural responses



Tools & Resources

Improved outcomes for children and young people



Ordinarily available toolkit

(ii) Cognition and learning Literacy difficulties?

- Use whole word reading approach alongside phonics if appropriate
- Use ICT to support personalised learning and reinforcement of whole class learning, (e.g. speech to text software, predictive software, photographs of lesson work on whiteboard, whiteboard material on memory stick)
- Use individual and small group activities to prepare the young person for the learning that will take place in a later whole
- Use of strategies for scaffolding of literacy-based tasks (e.g. writing frames, sequencing, cue cards, highlighting)
- Have writing supports available on the child's table (not just on the wall): (e.g. phonics and word mats, word banks, personal dictionaries and common spellings)
- Use of spec programm equipment recording a of work (e.g. on-line, rea
- Use individ work to pre the learnin in a later w and to tea

(iii) Social, emotional and mental health

- Minimal change of routine, familiar key adults and environment
- Planning matched to type of need and preventing behaviours (e.g. withdrawn, physically aggressive, different types of attachment)
- Staff vigilant to perceived injustice and proactively explicit in how matters are addressed and resolved
- Staff resilient to perceived injustice and proactively explicit in how matters are addressed and resolved
- Interspersion of non-preferred and preferred tasks
- Specific teaching of emotional language with opportunity to observe staff and peer modelling of language use
- Trusted key worker in place who forms a genuine and meaningful professional relationship with the CYP
- Groupings to maximise a sense of belonging, esteem, communication skills, listening skills, emotional literacy, resilience, social and emotional aspects of learning, self-awareness, self-organisation and independence
- Focused learning of social communication skills
- Transitions including changes of staff or peer group notified in advance and planned for, preferably alongside the CYP
- Reduced, chunked language, supported by visual aids appropriate to the reading and cognition levels of the CYP
- Significant preparation for changes using such strategies such as 'social stories'
- Grouping to explicitly promote turn-taking and sharing
- Opportunities for taking responsibility, opportunities to take on a role outside current expertise
- Direct teaching of active listening strategies
- Specific support for unstructured times within the day
- Use of structured assessments, including those commercially produced
- Use of communication and interaction strategies to enhance whole class and small group teaching, including (but not restricted to) visual referencing, questioning, vocabulary development, social thinking and working memory techniques
- Use of structured assessments, including those commercially produced
- Flexibility built into the behaviour policy to accommodate different SEMH needs, for example, adjustments to behavioural/uniform policies in accordance with the expectations of reasonable adjustments set out in the Equality Act 2010
- Use of communication and interaction strategies to enhance whole class and small group teaching, including (but not restricted to) visual referencing, questioning, vocabulary development, social thinking and working memory techniques
- Strategies that are successful for the CYP readily available, with CYP given opportunity to select a strategy themselves to support independent learning skills

Cognitio

Social, emotional and mental health

21

The OAT

Inclusive support series: enabling an inclusive environment

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time).

Copy to:
• Inclusion team
• Class team
• Parents

Name: _____ Class: _____ Date: _____ Completed by: _____

Adapted/seated support	Supported writing
Provide desk close to teacher	Use a specialist pencil grip
Adjust desk to child's height	Writing slope, handle for ruler, pencil grip, left handed equipment
Theraband on chair legs	Always use lined paper, highlighted lines to help pupil with height of letters
Alternate seating (ball, T bar)	Provide visual instructions for common tasks
Allow child to stand	Assist with mind mapping prior to writing
Provide weighted lap blanket	Give extra time to finish
Plan frequent breaks	Allow dictation and a scribe
Standing desk support	Use voice recorder to dictate ideas
Group time sitting	Warm up hands using thera-putty/rough disco and fine motor games
Provide a carpet square or wedge cushion	Add text to speech support
Mark child's spot with tape	
Offer chair or beanbag	
Set next to teacher	

Inclusive Support Series

Inclusive support series: SLCN difficulties

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time)
Think 'language first' - if a child is not making progress, screen for SLCN difficulties.

Copy to:
• Inclusion team
• Class team
• Parents

Name: _____ Class: _____ Date: _____ Completed by: _____

Receptive language	Expressive language	Homework help
Reduce overload by using simple language, chunking and simple grammatical structure. Reduce use of ambiguous language and non-literal language e.g. idioms.	Plan opportunities for communication throughout the day e.g. Taking partners, small group work, 1:1 time with an adult, structured tasks, games with repeated steps, visual/physical prompts.	Give extra time to complete
Use natural gestures and facial expression when you are talking and use pictures and real-life objects to support the child's understanding (e.g. showing them a picture of a snack or an apple when it is snack time).	Accept any form of communication verbal or non-verbal.	Modify homework so less writing is required
Adult to check in to ensure child has understood tasks and instructions.	Comment on child's learning and play using simple sentences, during everyday activities to be a good language model.	Give options to draw instead of writing
If the child does not respond allow processing time, and then repeat using the same simple words, emphasising key points.	Use open questions (ones that require more than a 'word answer'), rather than closed questions to encourage more than a yes/no response.	Allow work to be typed
Use a visual timetable and row/next boards to support understanding of routines and transitions.	Offering child support to make verbal contributions e.g. giving a sentence starter e.g. 'I want... offering choices using choice boards, visual prompts.	Allow work to be scribed
Make learning as tactile as possible e.g. visual, hands-on, video, digital media.	Expand sentences by adding 1-2 new words (no expectation for the child to repeat).	Decrease amount of work
Use strategies to alleviate memory load e.g. task plans, sequencing boards, word banks, digital recorders and talking tins, jacks.	Model back correct grammar and vocabulary, emphasising the key words e.g. if the child says "the father", respond with "the ball".	
Use symbols to aid comprehension where language levels are low e.g. communication in print, widgets.	Emotional check-ins with pupils to prompt and model effective regulation strategies.	
Opportunities for guided reading to target comprehension and inference Blanks Level of Questioning .	Think about positives/gratitude each day.	
Encourage children to monitor own understanding and ask for help. Plan ways for children to ask for help discreetly.		

Please ensure that these strategies are implemented across the school day and suitable support for staff is provided (e.g., weekly staff supervision)



Key documents and links



Oxfordshire Ordinarily Available Toolkit

Have you shared the OAT with teachers in your school?

Improved outcomes for children and young people



April 2023

- Yes 8%
- No 73%
- Some teachers 19%

November 2023 –
Briefing cohort

- Yes 86%
- No 0%
- Some teachers 14%

November 2023 -
all schools

- Yes 65%
- No 15%
- Some teachers 20%

78% increase in the number of SENDCOs who have shared OAT with all teachers

57% increase in the number of SENDCOs who have shared OAT with all teachers

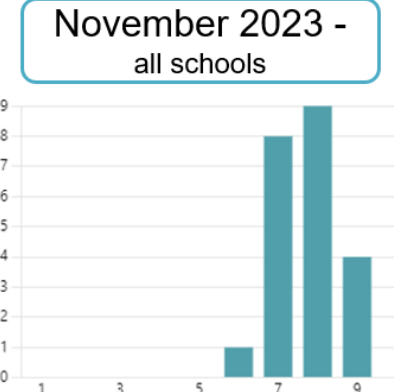
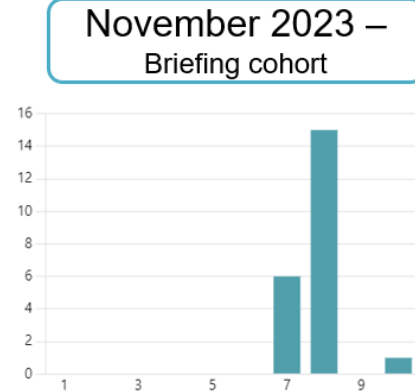
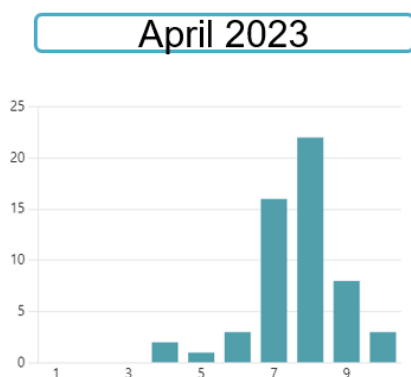
[Key documents and links](#)



Oxfordshire Ordinarily Available Toolkit

Please rate your current confidence and skill in meeting the needs of children and young people with SEND in your setting

Improved outcomes for children and young people



0.17 increase in average rating.
Less variance in scores
New SENDCOs more confident

[Key documents and links](#)



Oxfordshire Ordinarily Available Toolkit

How helpful is The Oxfordshire Ordinarily Available Toolkit in supporting inclusive provision and a graduated approach in your school?

Improved outcomes for
children and young
people



November 2023 –
Briefing cohort

90% of SENDCOs think the toolkit is
somewhat, very or extremely helpful
71% of SENDCOs think the toolkit is
very or extremely helpful

November 2023 –
all schools

85% of SENDCOs think the toolkit is
somewhat or very helpful
15% of SENDCOs think the toolkit is
not very or not at all helpful

[Key documents and links](#)



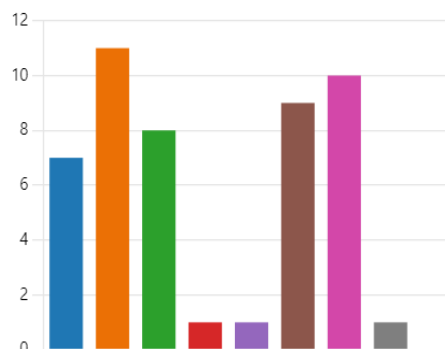
Oxfordshire Ordinarily Available Toolkit

What positive impacts have you seen as a result of using The Oxfordshire Ordinarily Available Toolkit in your school? (Select all that apply)

Improved outcomes for children and young people



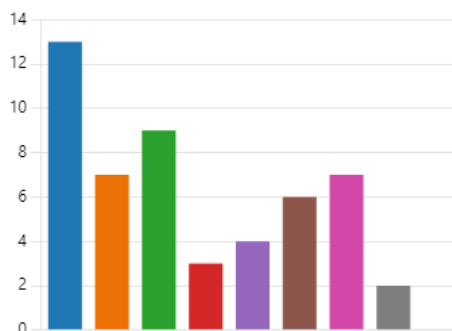
- Increased teacher confidence in ... 7
- Increased teacher knowledge an... 11
- Greater independence in teache... 8
- Increased parental confidence a... 1
- Pupil voice about provision mee... 1
- Greater consistency in inclusive ... 9
- Monitoring of classroom practic... 10
- More pupils having their needs ... 1
- A reduction in EHCNAs applied ... 0



November 2023 – Briefing cohort

Increased teacher knowledge, inclusive practice improvements and greater consistency in practice are greatest impacts to date

- Increased teacher confidence in ... 13
- Increased teacher knowledge an... 7
- Greater independence in teache... 9
- Increased parental confidence a... 3
- Pupil voice about provision mee... 4
- Greater consistency in inclusive ... 6
- Monitoring of classroom practic... 7
- More pupils having their needs ... 2
- A reduction in EHCNAs applied ... 0



It is anticipated that these improvements will result in positive impacts on the other areas over time

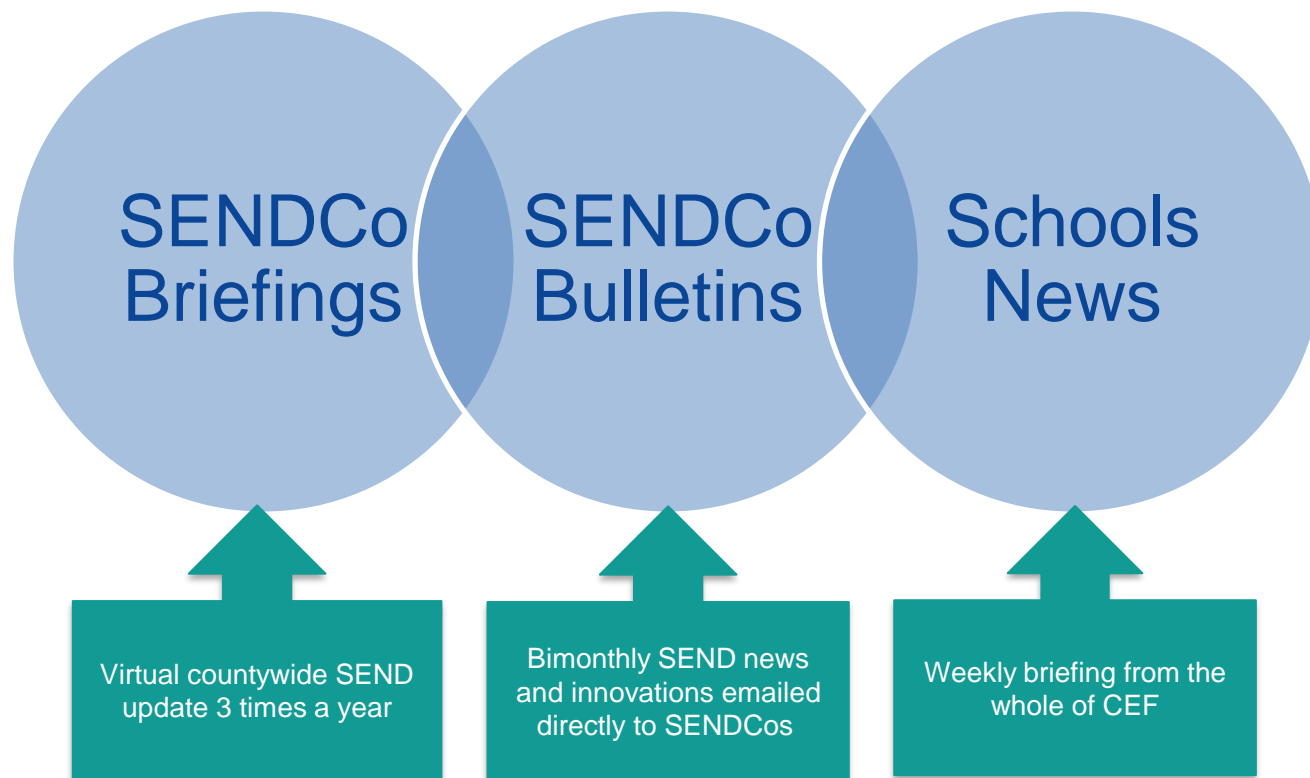
November 2023 – all schools

[Key documents and links](#)



Early Intervention Information

Improved outcomes for children and young people





Where to go for support



[Home](#) [Log in](#) [Create an account](#)

Request support from the SENDCO helpdesk

About you

- I am a special educational needs and disabilities coordinator (SENDCO) working in an educational setting in Oxfordshire
- I am another professional
- I am a parent or carer

Oxfordshire County Council

[SENDCO Helpdesk](#)

Improved outcomes for
children and young people





Where to go for support

[SENDCO Helpdesk Chat & Solve](#)

Improved outcomes for
children and young people



SENDCO HELPDESK
CHAT & SOLVE

23RD NOV
25TH JAN
7TH MAR
25TH APR
27TH JUN

Microsoft Teams
3.30pm - 4.30pm
Links and themes to
follow on Schools News
and via SENDCO Bulletin

SAVE
THE
DATE

- SENDCO Helpdesk Chat & Solve
- Every short term
- Time to chat and problem solve!



Maths For Life



Improved outcomes for
children and young people



- **DESIGNED** to support students with additional learning needs.
- **AIMED** at students for whom the standard maths national curriculum structure and timescale is unattainable.
- **OFFERING** a continually evolving, differentiated maths learning programme, that lays down solid foundations, is framed in practical understanding, and delivers the essential maths needed for life.
- **ALIGNED** with the national curriculum content however prioritises the 'readiness to progress' on attainment of skill rather than time passing.



Sensory Pilot



What has happened so far?

- Training for parents
- Group for teenagers
- SENDCO helpdesk enquiries
- EY supervision
- Swift & Puffin

What are the next steps?

- Inclusive support for sensory preferences
- Training for school-based staff
- SEND Live 17.4.24

Improved outcomes for children and young people



Oxford Health **NHS**
NHS Foundation Trust

 **OXFORDSHIRE
COUNTY COUNCIL**



SEND Live 2024

Improved outcomes for
children and young people



- Broad range of workshops
- Inspiring keynote speakers
- Valuable networking opportunity for SENDCOs
- Speakers include Dr Jamie Galpin, Dr Sarah Moseley, Dr Hester Riviere

[Book tickets here](#)

OXFORDSHIRE
SEND LIVE
2024

We're excited to introduce some

great workshops,

on topics including:

- attachment and development
- sensory preferences
- differentiation for cognition and learning
- formulation skills for SENDCOs

Save the date
17.04.24
Jointly run with OXSIT

The graphic features a dark blue background with colorful abstract shapes in teal, yellow, and pink. Two teal downward-pointing triangles are positioned to the left of the 'Save the date' text.



Coming soon...

Parent Bulletin

Termly electronic communication to parents – signposting and resources

Transition Handbook

Document to support schools to manage smoother transitions

Inclusive Supports

Sensory preferences, Autism – and more!

Improved outcomes for
children and young people





Coming soon...

Local Offer Review

Information and support services available to families in their local area

SEND Framework

Information and support services available to professionals – all SEND services in one place

Oxfordshire SEND Guidance

Electronic guidance and descriptors, moving away from a deficit model

Improved outcomes for
children and young people





Questions

Improved outcomes for
children and young people





Thank you

Deb Smit: Acting Head of SEND
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Nicky Ashby-Guest: Lead Officer SEND Strategic Development
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Clare Hanchet: Lead Officer SEND Strategic Development
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Jane Elvidge: Lead Officer SEND Strategic Development
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Jane.elvidge@oxfordshire.gov.uk

Improved outcomes for
children and young people





USEFUL LINKS FROM THE CHAT

- SEND Live Event 2024 - 'Making sense of SEND in the classroom' | Oxfordshire Schools [SEND Live Event 2024 - 'Making sense of SEND in the classroom' | Oxfordshire Schools](#)
- [SEND – Early Intervention and Prevention | Oxfordshire Schools](#)
- [SENDCO Helpdesk Chat & Solve | Oxfordshire Schools](#)
- [Specialist Training from the SENSS Deaf and Hearing Support Team | Oxfordshire Schools](#)
- <https://schools.oxfordshire.gov.uk/schools-news/2024/new-inclusive-support-series>
- <https://schools.oxfordshire.gov.uk/schools-news/2024/send-briefing-secondary-sendcos>
- <https://schools.oxfordshire.gov.uk/schools-news/2024/send-training-oxsit>



USEFUL LINKS FROM THE CHAT

Funding

- [SEN funding for early years providers, schools and colleges \(pdf format, 157 KB\)](#)
- [Guidance for settings and schools on applying for additional funding \(pdf format, 70 KB\)](#)
- [Additional funding application form \(settings and primary schools\) \(docx format, 202 KB\)](#)
- [Additional funding application form - Renewal \(docx format, 73 KB\)](#)
- [Early Years SEN Support: Application for additional funding \(docx format, 89 KB\)](#)
- [Guidance on Early Years SEN Requests for Additional Funding \(pdf format, 707 KB\)](#)
- [Early Years SEN Support: Renewal Application for Additional Funding \(docx format, 73 KB\)](#)



USEFUL LINKS FROM THE CHAT

Inclusive support series

The inclusive support series are strengths-based tools to identify reasonable adjustments in learning settings. They can be used to facilitate conversations with class teachers about a specific pupil(s) and to develop inclusive practice. Please see the first in the series below

- [Inclusive support series - enabling inclusive environment \(pdf format, 170KB\)](#)
- [Inclusive support series - Maths \(pdf format, 170KB\)](#)
- [Inclusive support series - SEMH \(Primary\) \(pdf format, 700KB\)](#)
- [Inclusive support series - SEMH \(Secondary\) \(pdf format, 747KB\)](#)
- [Inclusive support series - Speech, Language and Communication difficulties \(pdf format, 206 KB\)](#)
- [Inclusive support series - Literacy difficulties \(pdf format, 180KB\)](#)
- <https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/send-information-providers/early-years-sen-toolkit>



USEFUL LINKS FROM THE CHAT

The Ordinarily Available Toolkit

The Ordinarily Available Toolkit provides guidance on the provision that mainstream schools need to make for children and young people with special educational needs and/or disabilities in Oxfordshire. [SEND Ordinarily Available Toolkit \(pdf format, 1.4Mb\)](#)

Support for children in the Early Years [Early years SEN | Oxfordshire Schools](#)

All information can be found in Schools News

<https://schools.oxfordshire.gov.uk/schools-news>



Date of next meeting:



30 JANUARY 2024



9.00AM