# SENDCO Briefing
## 18th July 2024

Oxfordshire SEND

# SENDCO Briefing

## Agenda

**EHCP Casework Team update**
**Evaluate My School**
**Special School Outreach**
**Ordinarily Available Toolkit**
**SEND Framework**
**SENDCO Helpdesk**

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# EHCP Casework Team update

- **Admission Indicators and Guidance for admission to Specialist Provision and Resource Bases in Oxfordshire**
- **EOTAS policy and guidance**
- **SEND Brokerage Team**
- **Communication around panel outcomes and consultations**
- **SEND Transformation work**
  - o **Appendix 1 for EHCNAs**
  - o **Post EHCNA and post AR surveys**
  - o **Annual Review training for settings**
  - o **Timeliness and Quality of EHCNAs and EHCPs**
    - ▪ **Service plan to address the 'backlog' in ARs and to improve timeliness of AR outcomes**
    - ▪ **Review of advice templates across professional groups**
    - ▪ **Review and implementation of QA processes across SEND including QA of current EHCPs as part of AR processes**

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## Update & next steps

**Introducing our new SEND self-evaluation platform**

In partnership with EvaluateMySchool

### Launch event

- Attended by over 100 schools

### Registrations

- 160 schools (56%) registered so far

### Engagement

- 60 schools attended free 'Self-evaluating Inclusive Practice' face to face engagement sessions in May
- 82 schools registered for 'Action planning for improvement' online sessions in July

### Next steps

- Workshops to support each of the 7 sections of the self-evaluation
- Analysing key themes from completed evaluations to inform LA offer
- Celebrating and sharing best practice
- Email Jane.Elvidge@Oxfordshire.gov.uk to sign up

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## Summary Highlights October 2023 –July 2024

| 188 referrals | 159 Primary | 27 Secondary | 2 Early Years |
|---|---|---|---|
| 164 allocated | | 23 signposted elsewhere | |

## Referrals by Frequency

The highest number of referrals occurred in October 2023 (the launch of the initiative) January/February 2024, after the school holidays and May 2024, just before half term.

## Repeat referrals

33 of the 138 schools that have requested support have made multiple referrals.

## Areas of need

22% of referrals list all areas of need
44% list a blend of areas

| 18% SEMH only | 7% C&I only | 3% S&P only | 2% C&L only |
|---|---|---|---|

## Packages of support allocated

| 7% Leadership | 54% Keyworker | 6% Training | 9% In-reach | 12% Combined |
|---|---|---|---|---|

# Oxfordshire Ordinarily Available Toolkit review:

# Update on actions taken from your feedback



**Ordinarily available toolkit**

Guidance on the provision that mainstream schools need to make for children and young people with special educational needs and/or disabilities in Oxfordshire.

**Do you have any suggestions to improve and develop The Oxfordshire Ordinarily Available Toolkit?**

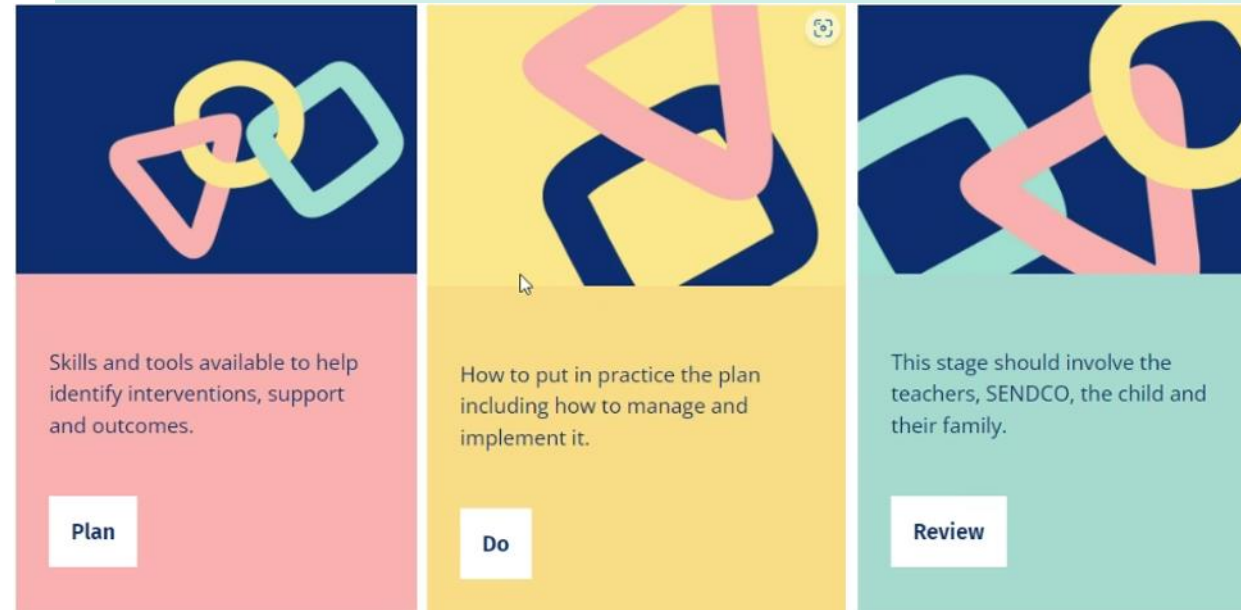| You said… | We did… |
|---|---|
| OAT strategies often need additional adult support which makes them harder to implement | We have ensured that all strategies can be implemented without concentrated support from an adult |
| It needs to be widely talked about by external professionals | OCC teams have discussed and planned how they can utilise and refer to the OAT in their work to support schools in using it and will doing this consistently going forward |
| Rename it – staff put off by the name | We have renamed it Ordinarily Available SEND Provision |

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**Do you have any suggestions to improve and develop The Oxfordshire Ordinarily Available Toolkit?**

| You said… | We are doing |
|---|---|
| Some of the strategies could be broken down into more specific examples/ideas to implement in the classroom | We have made the strategies more detailed and specific.<br>We will hyperlink each strategy to a template, example, model, or further information |
| A document for parents/carers looking at universal, targeted and specialist support would be helpful | We are working with SENDIASS to see how information on the OAT could be used within information on SEN Support in schools for parents |
| Is it still planned to link the SEN descriptors to support identification? | Yes, the descriptors part of the OCC SEN Guidance will sit on the new SEND Framework and be a strengths-based tool in a user friendly Excel format |

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# SEND Framework

Skills and tools available to help identify interventions, support and outcomes.

**Plan**

How to put in practice the plan including how to manage and implement it.

**Do**

This stage should involve the teachers, SENDCO, the child and their family.

**Review**

## SENDCO support: Plan

**SENDCO essential training** >

**The four broad areas of need** >
Information on the range of needs that schools should plan for.

**High quality, inclusive teaching and learning** >
Teaching strategies to support children with SEND

**The principles of inclusion** >
Understand the rights of children in education.

**Roles and responsibilities** >
Early years settings and school-based role-related responsibilities

**Adaptive and inclusive teaching** >
Continually assess the strengths and needs of pupils, adapting teaching accordingly

**The graduated response** >
Understand the four step cycle of assess, plan do and review.

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## How to use this tool

Use the *Information Form* tab to record your observations, parent/carer and pupil views, as well as the additional support that the child/young person has received.

Use the more detailed *Descriptors* tabs to decide what the next steps might be.

Consider whether the family would benefit from use of a Strengths and Needs form.

If you feel that the child/young person would benefit from SEN support, write a pupil profile or support plan and begin an individual provision tracker.

Assess - Advice on further assessments that might be helpful. Close observation of the child/young person during learning is often the best way to understand their needs.

Plan/Do - Consult the relevant pages of Oxfordshire's Ordinarily Available Inclusive Practice for support and guidance. Consider reasonable adjustments from the appropriate Inclusive Support Series documents.

Review - Progress and support should be reviewed alongside parents at least 3 times a year. This is a requirement in the SEND Code of Practice (2015).

Sign-post parents to the Information and Support for Families pages.

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## SEND Indicators Tool

### Descriptors

Teachers, working with parents/carers, can use these descriptors to identify strengths, gaps and barriers for children/young people.

| Communication and Interaction | Cognition and Learning General | Social Emotional and Mental Health | Hearing Impairment |
|---|---|---|---|
| | Cognition and Learning Literacy | | Visual Impairment |
| | Cognition and Learning Maths | | Physical Needs |
| Attention and Listening Skills | Attention, Organisation and Memory | Emotional Regulation | Hearing needs |
| Spoken and Expressive Language | Problem Solving and Play | Positive mental health and wellbeing | Visual Needs |
| Understanding and processing | Engagement and Independence | Social skills | Mobility |
| Social Communication and Interaction | Literacy Skills | Anxiety (attendance) including EBSA | Independence |
| Other | Maths Skills | Positive behaviour | Accessing learning |
| | | Other factors to consider | Social and emotional needs |

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| C&L | | Cognition and Learning - General | |
|---|---|---|---|
| Strengths | | | |
| Barriers | | | |

| Date | | Descriptors - consider if these are age related | |
|---|---|---|---|
| | | **Problem Solving and Play** | |
| | | Understands the point of a task | |
| | | Applies past experience | |
| | | Plans how to approach a task | |
| | | Has flexibility in problem solving | |
| | | Transfers and applies learning to new situations | |
| | | Manages anxieties | |
| | | Manages frustration | |
| | | **Engagement and Independence** | |
| | | Works independently | |
| | | Seeks and accepts support appropriately | |
| | | Shows persistence | |
| | | Can see tasks through to completion | |
| | | Is resilient / responds well to challenge | |
| | | Shows self confidence | |
| | | Is motivated and engaged | |
| | | Self-checks throughout the task and adapts approach as necessary | |
| | | Sustains learning behaviour e.g. is not distracted or off-task | |
| | | Engages in reading and writing activities | |
| | 0 | | |

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**What further training or support would you find beneficial to support your use of The Oxfordshire Ordinarily Available Toolkit in your school?**

| You said… | We did… |
|---|---|
| We'd like ideas of how the OAT is being successfully used in schools | We shared some successes and approaches in Schools News and the SENDCO Bulletin last term and will continue to share more ideas regularly<br>We will share some materials to support discussions at SENDCO partnership meetings |
| Direct training and support for teachers<br>Central training for support staff<br>Recorded 'mini training' which staff could access for each area of need. | Professional Development survey summer '24 to gather information from all school staff about their training needs to inform both in school & local area CPD planning and development |
| Drop-in sessions termly to help if stuck and share ideas | The SENDCO Helpdesk's first Chat and Solve session in summer '23 was on this. We will run another one when the OAT is relaunched so more ideas can be shared, and issues discussed |
| A wider range of Inclusive Support Series to underpin the OAT | These are being created for you. SLCN and literacy difficulties were added in the autumn term and ASC, sensory will be available in September |
| More information on how to use/discuss with parents | We will share ideas of how to do this in the autumn term 2024 |

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**How are SENDCOs across the county using *The Oxfordshire Ordinarily Available Toolkit (OAT)* to support them to identify, plan for and meet the needs of C&YP?**

➢ **Reflecting on the contents**

To help staff reflect on what our universal offer is and what quality first teaching looks like

Choosing an area to work on as either individual classes or as a whole school and then review this at termly intervals

To support planning for future training and Whole School Improvement Planning

Referencing in other discussions/focuses e.g., maths staff meeting

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**How are SENDCOs across the county using *The Oxfordshire Ordinarily Available Toolkit (OAT)* to support them to identify, plan for and meet the needs of C&YP?**

➢ **Embed them in your graduated approach**

Refer to them in pupil progress meetings to support next steps planning

Having focus weeks on strategies /areas of need

Use them in SEND reviews to support provision planning and discussion with parents

Making sure language in policies/info given to parents is consistent

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**How are SENDCOs across the county using *The Oxfordshire Ordinarily Available Toolkit (OAT)* to support them to identify, plan for and meet the needs of C&YP?**

➢ **Utilise them in your monitoring**

To audit pupil profiles

RAG rating different sections and triangulating on a Learning Walk

Looking at consistency of SEND provision for an area of need

Using sections as an audit of current resources and other resources needed

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How have you used The Oxfordshire Ordinarily Available Toolkit in your school and with staff?

Looked at during staff meetings /INSET/weekly TA meetings.
Talked about what would be best practice for all children and how the adjustments suggested could be implemented in classes for individual needs.

We are looking at different areas of need on the OAT during bitesize sessions in staff meetings, RAG rating them, taking elements to look at and try in classes.

Shared with staff asking advice about how to support individuals Shared with teachers during training in order to exemplify 'reasonable adjustments' to universal provision that could support all learners

As part of SEND Development Plan -when doing learning walks and pupil interviews plan to look see if strategies are being used.

In Learning walks I have used the section on High Quality teaching

Added a section to Provision Maps: 'What will I see? What will I hear? What will I see being done?' so staff have to consider and report their universal offer.

Reminder to staff of strategies at Pupil Profile writing time.
Using it to strengthen our Identification of SEND processes.

## Summary Highlights March 2023 – June 2024

| 308 enquiries | 91 early years | 187 primary | 30 secondary |
|---|---|---|---|

## Enquiries by area

52% of primary and secondary enquiries were in the north, followed by the south and lastly central

## Enquiries by theme

| Primary & secondary referrals for SEND processes (125)<br>67% of enquiries are for SEND processes | Primary & secondary referrals for SEMH (26) |
|---|---|

## Enquiries by frequency

The highest number of enquiries occur in September, May, January
This is directly after school holidays

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# Themes in more detail

**SEND processes**

- How to refer to behaviour support
- Annual review process (inc. early AR) and RAFs
- Applying for SEND funding
- Applying for an EHCNA
- Evidencing a reintegration timetable
- How to apply for and fund AP
- SEND information report

- Where to find and/or advice about:
  - Special school list
  - Named casework officer
  - Word version of an EHCP and how to amend
  - Signing training
  - Dyslexia diagnosis
  - SENDCO briefings
  - Exclusions paperwork
  - Positive handling info
  - List of policies that should be reviewed annually
  - Applying for secondary with an EHCP
  - Costings for provision trackers
  - Moving schools with an EHCP
  - WELCOMM
  - Personal budgets

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# Actions from analysis

## FAQs

- Specialist SENDCos to create FAQs for most common questions /queries

## Improve information sharing across SEND teams

- Working with SEND Team Managers and communications team to ensure processes are clear, easy to locate, and regularly updated

## Ensuring the SEND Framework meets these needs

- Building key information being sought into the Assess, Plan, Do, Review layout of the SEND Framework so it is easily accessible from one place

## Analyse surveys post use

- Review completed surveys from SENDCos post Helpdesk use to identify any ways to improve and develop the service
- Continue to promote completion of short survey post use

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# SEND Transformation

- Oxfordshire County Council transforming SEND support (youtube.com)