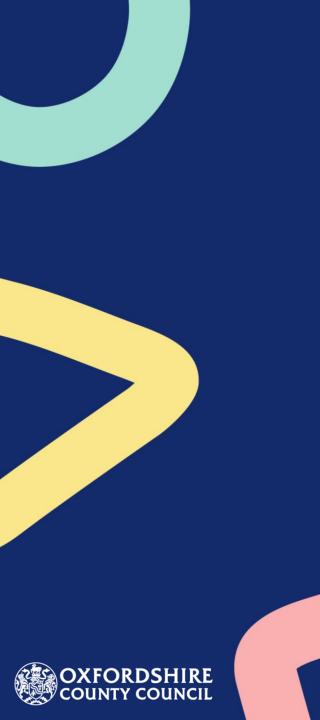# Information sharing
17th December 2024

- [Special educational needs and disabilities (SEND) improvement | Oxfordshire County Council](#)
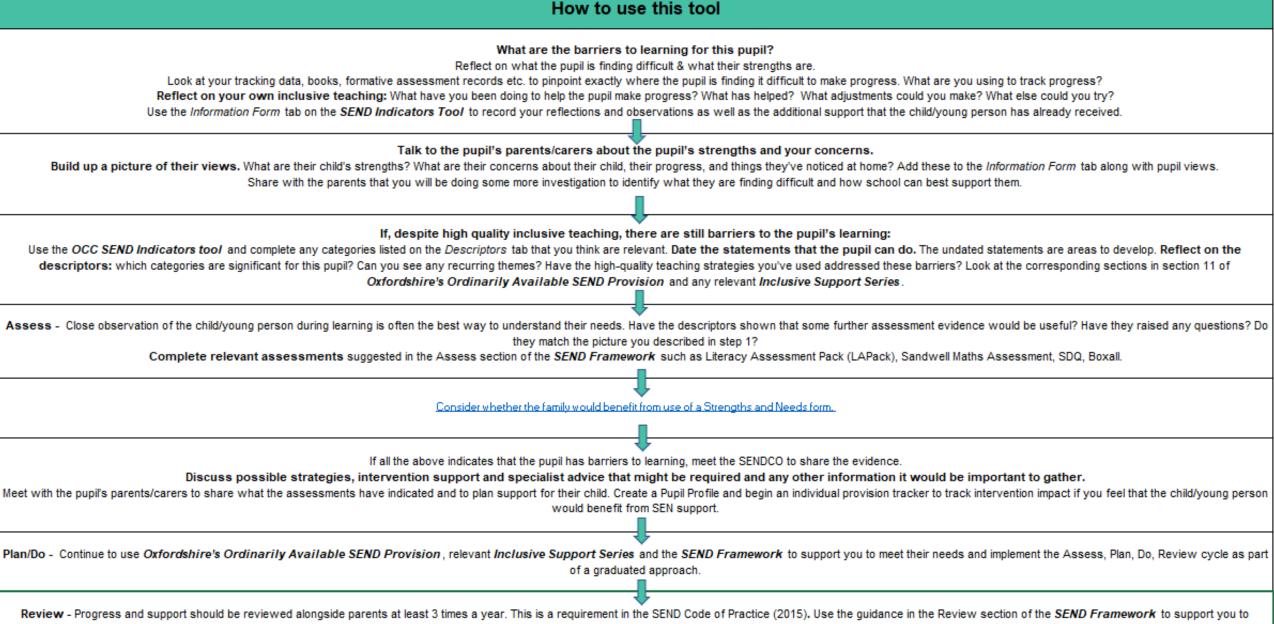- [Reflections from Steve Crocker - 23 October 2024 | Oxfordshire County Council](#)

Agenda

SEND Indicators Tool – guidance and best practice
SEND Framework – launch
Ordinarily Available SEND Provision update and work with Parent Carer Forum
Evaluate My School update
SENDCO Helpdesk – FAQs launch
Student-facing Support Staff (SfSS) induction
SEND and CPD
EHCP Casework Team update and FAQs
What would you like to hear about?

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The SEND Indicators Tool
Supporting identification of SEND in settings.

Use the SEND Indicators Tool to help you identify detailed information about a child's progress and needs. This stage should be completed first and continuously reviewed. The tool is in a strength-based format, meaning that you select what the child or young person can already do, and the unchecked boxes become areas for development. As with the previous descriptors, please assess all relevant areas of need.

- Strengths based model
- The unchecked boxes become areas for development and can inform outcomes/targets
- Assesses all areas of need if required
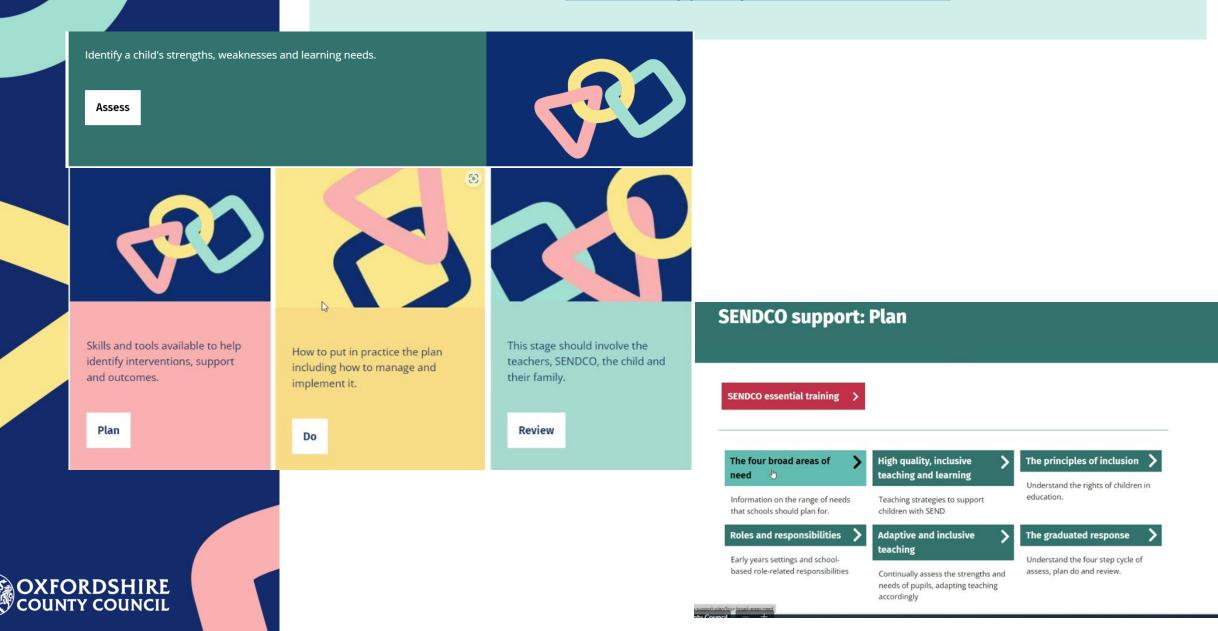- Early Years version coming soon

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How to use this tool

What are the barriers to learning for this pupil?
Reflect on what the pupil is finding difficult & what their strengths are.
Look at your tracking data, books, formative assessment records etc. to pinpoint exactly where the pupil is finding it difficult to make progress. What are you using to track progress?
Reflect on your own inclusive teaching: What have you been doing to help the pupil make progress? What has helped? What adjustments could you make? What else could you try?
Use the *Information Form* tab on the **SEND Indicators Tool** to record your reflections and observations as well as the additional support that the child/young person has already received.

Talk to the pupil's parents/carers about the pupil's strengths and your concerns.
Build up a picture of their views. What are their child's strengths? What are their concerns about their child, their progress, and things they've noticed at home? Add these to the *Information Form* tab along with pupil views.
Share with the parents that you will be doing some more investigation to identify what they are finding difficult and how school can best support them.

If, despite high quality inclusive teaching, there are still barriers to the pupil's learning:
Use the *OCC SEND Indicators tool* and complete any categories listed on the *Descriptors* tab that you think are relevant. **Date the statements that the pupil can do.** The undated statements are areas to develop. **Reflect on the descriptors:** which categories are significant for this pupil? Can you see any recurring themes? Have the high-quality teaching strategies you've used addressed these barriers? Look at the corresponding sections in section 11 of *Oxfordshire's Ordinarily Available SEND Provision* and any relevant *Inclusive Support Series*.

Assess - Close observation of the child/young person during learning is often the best way to understand their needs. Have the descriptors shown that some further assessment evidence would be useful? Have they raised any questions? Do they match the picture you described in step 1?
Complete relevant assessments suggested in the Assess section of the *SEND Framework* such as Literacy Assessment Pack (LAPack), Sandwell Maths Assessment, SDQ, Boxall.

[Consider whether the family would benefit from use of a Strengths and Needs form.](#)

If all the above indicates that the pupil has barriers to learning, meet the SENDCO to share the evidence.
Discuss possible strategies, intervention support and specialist advice that might be required and any other information it would be important to gather.
Meet with the pupil's parents/carers to share what the assessments have indicated and to plan support for their child. Create a Pupil Profile and begin an individual provision tracker to track intervention impact if you feel that the child/young person would benefit from SEN support.

Plan/Do - Continue to use *Oxfordshire's Ordinarily Available SEND Provision*, relevant *Inclusive Support Series* and the *SEND Framework* to support you to meet their needs and implement the Assess, Plan, Do, Review cycle as part of a graduated approach.

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). Use the guidance in the Review section of the *SEND Framework* to support you to effectively review the impact of provision for the pupil.

SEND Framework

Identify a child's strengths, weaknesses and learning needs.

Assess

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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Coming in the new year...

Renewal of the licence

- Enabling re-evaluation following implementation of your action plans

- Enabling you to complete a baseline self-evaluation if not yet started

Registrations

- 173 schools (60.5%) registered so far. It's not too late to sign up & benefit

- Email Jane.Elvidge@Oxfordshire.gov.uk to sign up

Support

- Provision Mapping workshop 16th January, online, 3.30 -5pm for schools who have registered
- Dashboards for MAT leads /Inclusion Leads to support trust wide CPD
- Workshops to support each of the 7 sections of the self-evaluation. Impact and Teaching Assistants session coming in the Spring term
- Analysing key themes from completed evaluations to inform LA CPD /SEND offer

Introducing our new SEND self-evaluation platform

In partnership with EvaluateMySchool

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Student-facing Support Staff (SfSS) induction

- Following Oxfordshire's self-evaluation summary around workforce development and early intervention, Student-facing Support Staff and School leaders were surveyed to understand the recruitment and retention issues that schools face.

- The Student-facing Support Staff (SfSS) documents and accompanying induction pack were created to support ongoing professional development.

  - School-based Support Staff Induction Pack Template (docx format, 205 KB)
    - School-based Support Staff induction checklist (docx format, 327 KB)
  - New starter skills and knowledge profile tool (NSKPT) (docx format, 189 KB)
    - Skills and knowledge self-evaluation tool (SKSET) (docx format, 189 KB)

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Special Schools across Oxfordshire are working with the County Council to develop a continuum of local provision through outreach support to help schools improve outcomes for our children and young people

The Special School Outreach project will offer specialist expertise to mainstream school staff to improve outcomes for pupils with special educational needs and disabilities.

Staff from special schools will work alongside existing teams in Oxfordshire to provide additional skills, knowledge and guidance where it is needed most.

What support is available?

Leadership Package - Develop a SEND/Behaviour and relationship strategy that focuses on principles of good teaching, building an inclusive culture in your school.
Leadership support includes, but not limited to:
i. Support the development of strategies that focus principles of good teaching for SEND pupils, which are good for all students.
ii. Support the development of policies for SEND.
iii. Support the development of behaviour and relationship strategies that focuses on empowering mainstream schools through lasting cultural change.

Key Worker Development Package - Tailored support to meet the needs of the school which may include specific training focused on developing effective strategies for a specific group of students with identified needs/barriers.
Key worker development support includes, but not limited to:
i. Specific training to upskill key workers – focus on developing effective strategies for a specific group of students with identified needs/barriers.
ii. Modelling of good practice
iii. Training and support for staff
iv. Visit a specialist school (staff only) to see best practice e.g. resources, environment, interventions.
v. Observation of strategies in the setting, discussion with key staff members

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Further complimentary support – SEND Clinics

Several SEND Clinics will be running throughout the academic year across Oxfordshire. It is an opportunity to visit a special school for advice and guidance. Special schools will send dates out advertising these clinics and detail the SEND Clinic focus. Information will be advertised in the SENDCo Bulletin and School's News. Schools will need to book directly with the special needs schools.

SEND Clinic topics include; SEMH with a restorative focus, Effective Use of TAs, Supporting children with food aversions and limited diets and EYFS for SEND

Special School Outreach in practice

Special School Outreach is not intended to provide support for individual pupil cases. Special School Outreach provides support on sustained improvement, rather than short term fixes, with a focus on leadership and key worker development in schools to ensure cultural change.

Accessing support

Special School Outreach can be requested via the referral process at the SENDCO Helpdesk

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Special School Outreach data

- **100% agreed and strongly agree** that their bespoke needs were met.
- **100% agreed and strongly agreed that** the support effectively addressed the needs identified.
- **100% of settings will implement all or some** of the strategies advised.

- 94% agreed and strongly agreed that support had contributed to a more inclusive and supportive environment.
- 94% agreed and strongly agreed that staff have a range of strategies to support access to the curriculum.
- 94% agreed and strongly agreed that staff feel confident to make reasonable adjustments.

Post survey evaluation comments

- Your guidance during challenging times provided us with a much-needed safe space. Your supportive approach allowed us to navigate our challenges more effectively and find clarity amidst the chaos.

- You empowered us to keep pushing forward, reminding us of the progress we often overlook. Your insights and encouragement have left a lasting impact on our work and well-being.

- Being able to talk through our systems for supporting high level SEN children, to develop our paperwork so it supported the children more positively, and to get ideas for approaches and resources from a very experienced practitioner.

- Thanks so much for your report and resources. It is great evidence for what we are doing around support and challenge.

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Behaviour Inclusion Officers

- Recruited and commenced work in Jan/Feb 24,
- Last academic year the majority of referrals come via Exclusion and Reintegration Officers.
- Since September: live on Sendco helpdesk and an increase in referrals is anticipated

January - December
- **Students Supported**: 206 (with 236 on caseload)
- **Primary School Age Cases**: 84%
- **In-Person Visits**: 176 students
- **Online Consultations**: 17 schools
- **Students at Risk of PEX**: 19%
- **Review Meetings Offered**: 100% of schools (following in-school visit)

SEND and CPD

Rank	Training	No of Requests
1	SpLD, dyslexia, dyscalculia etc.	93
2	ADHD	74
3	Adaptive Teaching/Meeting a Range of Needs in the Classroom	71
4	Mental Health	64
5	Speech, Language and Communication Needs	61
5	Developing an Inclusive Curriculum	61
6	Strategic reviewing of SEND Provision	57
6	Autism	57
7	Memory	55
8	Trauma Informed Practice	52
8	Behaviour as Communication	52
8	The Graduated Approach	52
9	Sensory Preferences	51
10	Effective Deployment of TAs	50

Offer already exists	Free or £	Who delivers offer	Who could deliver offer

SEND and CPD

11	Moderate Learning Difficulties	49
12	Engagement Model	48
12	Pupil Profiles & Best Practice Principles	48
13	Developing Independence	45
14	Attachment	40
15	Suporting & Promoting Attendance	37
16	Working Collaboratively with Families	36
16	Supportive Transitions	36
17	Executive Functioning	35
18	Physcial Disabiity	34
18	SEND in Early Years	34
19	Leading on SEND CPD of Others	33
20	Accessing Other Services, inc referals	31
21	Down Syndrome & Complex Needs	30
22	Deafness	25
22	Vision Impairment	25
23	Preparation for Adulthood	21
24	Other	2

SEND and CPD POLL SENDCOS

- SENDCO training poll

EHC Needs Assessments Requests
The Sections of an EHCP
Smart Outcomes in EHCPs
Responding to Local Authority EHC Plan Consultations
SEND Mediation and Tribunals
School age Phase Transfer
Preparation for Adulthood (PFA)
Post 16 Phase Transfers
Annual Reviews

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SEND and CPD

This **FREE** series of bite-sized units explores **20 of the most commonly observed barriers to learning** in classrooms and other learning environments, **regardless of age, label or area of need** and forms the cornerstone of Universal SEND Services – an ambitious programme funded until 2025 by the Department for Education.

Launch of the final unit – **'Supporting reading and comprehension across the curriculum'**.

Online CPD Units | Whole School SEND

The Universal SEND Services programme is delivered by **nasen** through **Whole School SEND** with the **Education and Training Foundation**, who support teachers and leaders across the Further Education and Training sector, and the **Autism Education Trust**, who have a successful history of supporting and informing education professionals about autism.

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