

## **Supplementary information re: SEND Improvement update**

### **Education & Children's Social Care Overview & Scrutiny Committee**

**11<sup>th</sup> March 2020**

<b>Document</b>	<b>Description</b>
1. Consortia Directory Local Information Pack	Example of Locality Information Pack which was produced for Handsworth Pilot
2. Handsworth Pilot Evaluation – slide pack	Evaluation of Handsworth Pilot Individual School Consultation meetings
3. Professional Development Directory	A professional development directory for schools which includes minimum training as well as a bespoke menu for individual and consortia of schools. This is also is being developed for health
4a. Parent Link Service - Briefing	Briefing on recently launched Parent Link Service, and example case studies
4b & 4c Parent Champions documents	Examples of Parent Champion profiles
5a & 5b SEND Youth Forum power points	Slide decks from SEND Youth Forum Welcome & Session 1 ToR
6. SEND Briefing For Schools	Issue 2, January 2020
7. SEND Family Briefing	Issue 1, February 2020
8. Home to School Transport Briefing for Families	Issue 1, February 2020
9. SEND Transformational Leadership - update	Update slide – February 2020
10. Early Identification & Intervention	Update slide – February 2020

# LOCALITY INFORMATION PACK



## Locality Information Sheet Handsworth Consortium

Primary Schools	Secondary Schools		
Benson Community School	Hamstead Hall Academy Holyhead School King Edward VI Handsworth Grammar School for Boys. King Edward VI Handsworth School for Girls King Edward VI Handsworth Wood Girls' Academy King Solomon International Business School Nishkam High School		
Birchfield Community School			
Brookfields Primary School			
Canterbury Cross Primary School			
Cherry Orchard Primary School			
Grestone Academy			
Grove School			
Heathfield Primary School			
Holy Trinity CE Primary Academy (Handsworth)	Resource Bases		
James Watt Primary School	Name	Phase	Need
Nishkam Primary School Birmingham	Cherry Orchard Primary	Primary	ASC
Oasis Academy Boulton	Hamstead Hall	Secondary	C&L
Oasis Academy Foundry Primary	Rookery Primary	Primary	ASC
Rookery School	Welford Primary	Primary	FAM, PD
Sacred Heart Catholic School			
St Augustine's Catholic Primary School	Special Schools		
St Clare's Catholic Primary School	Name	Phase	Need
St James Church of England Primary School, Handsworth	Hamilton School	Primary	ASC, SLCN
St Marys C of E Primary and Nursery, Academy, Handsworth	Mayfield School	All Through	ASC, SEMH, MLD, PMLD, SLD.
St Michael's CofE Primary Academy, Handsworth			
St Teresa's Catholic Primary School	Parent Link Team		
Wattville Primary School	Name	Role	
Welford Primary	Gill Leach	Parent Link Co-ordinator	
Westminster Primary	Katie Fowley	Parent Link Officer	
William Murdoch Primary			

Locality Team	
Lead Educational Psychologist	Pauline Bromfield
Lead Advisory Teachers	Terri Cawser, Pam Simpson
Lead SENCo	Louise Barnes

Locality Meetings	
Individual School Planning Meetings	27.1.20 – 3.2.20 - Thornbury Centre, Thornbury Road, B20 3DE
Locality SENCO Forum	6.2.20 12:30 -3:00 - Handsworth Association 2 – 8 Broughton Road B20 2PS
Family Forums	09.03.2020 18.00 – 19.00 pm - Ladywood Community Fire station, Icknield Port Road B16 0RA

# What to do if a child or young person needs more help and support

For most children and young people, it is recognised that their needs will be met in their local school, it is therefore essential that schools and families feel supported and be able to provide the right environment to do this.

## The Locality Team

The locality team are a group of professionals that support schools and families in the wellbeing and special educational needs of their children and young people. The team includes an educational psychologist, specialist advisory teachers, speech and language therapists, an occupational therapist and parent link officers.

The team of professionals, attached to groups of schools are a revolving team who see the schools and families on a regular basis providing practical, early help and support.

Instead of always working with individual children and young people, either in the context of an assessment or in the delivery of individual programmes, professionals also support schools and families to develop their skills and encourage the use of a wide range of useful resources.

Type of Support Available	Description:
<b>Individual school meeting</b>	These are termly meetings held with the HT and SENCo from each individual school in Birmingham along with members of their locality team. During these meetings schools have opportunities to discuss children and young people in order to gain help, support and guidance. The dates for these meetings are in the leaflet attached but each school will receive an individual invitation with specific details included.
<b>Locality drop-ins for families and schools</b>	If you, your team, or a family would like to talk to an individual expert for some quick advice you can go to your locality drop-in session.  In addition, locality SENCo forums are held termly and provide the opportunity to develop collaborative working between schools and agencies to build capacity as well as provide solution focused, proactive approaches for children and young people with additional learning needs.
<b>Specialist equipment or adaptations to the school building</b>	If you need adaptations to your school or specialist equipment you can contact your locality advisory team member for sensory impairment, physical and / or medical needs.  <a href="#">Click here to find out how you can get help for specialist equipment.</a>
<b>Enhanced Resources and Support</b>	To access enhanced support schools should use the individual locality school meeting to talk about an individual child and the type of enhanced resources or support they require. You will need to ensure you have parental consent and complete a SEND Support Provision Plan. The locality team enhanced support panel will discuss your request with you in the first instance, a named lead professional will be agreed before the request is submitted to the locality panel which is held in Lancaster Circus
<b>Specialist placements</b>	For children with more complex needs, who may require a change of placement, schools should initially use the termly meeting to discuss their needs. You will need to ensure you have parental consent and complete a SEND Support Provision Plan if the children or young person does not already have an Education, Health and Care Plan. The locality team placement panel will discuss your request with you in the first instance, a named lead professional will be agreed before the request is submitted to the locality panel which is held in Lancaster Circus.



## Local Panels:

There are several different panels that meet to discuss the range of requests received for a child or young person. These are organised into local areas and include:

Type of support / provision	When	What documentation
Enhanced Support Panel	Half termly	SEND Support Provision Plan
Resource Base Panel	Half termly	Initially a SEND Support Provision Plan
Special School Placement	Half termly	Initially a SEND Support Provision Plan or EHCP
Assessment for EHCP	Weekly	Statutory assessment paperwork
Sensory, Physical and Medical Specialist Panel	Monthly	??

Applications for panels should be emailed to: ??

## Specialised services for children with hearing impairment, sensory impairment and / or physical or medical need

For children with sensory, physical or medical needs, schools or families can contact their local Lead Advisory Teacher for hearing impairment, sensory impairment and / or physical or medical need. The role of these advisory services is to support schools and families and ensure the appropriate adaptations are made to the school environment. To help support this schools can apply for funding for specific equipment like changing beds. Requests will be considered at the sensory, physical and medical specialist panel which meets monthly.

### Phone Lines

In addition to the support outlined above schools and families can access help and guidance from a variety of phone lines. These include:

Parent Link Officer Contact Line:
0121 303 8461 Click here for further details including hours of operation
The Occupational Therapy Service
The Occupational Therapy service have a helpline you can ring 0000 000 0000





# Individual School Meetings

5<sup>th</sup> Feb 2020

Handsworth Pilot Evaluation



# Pilot Evaluation

- 28 out of the 32 schools invited attended
- 28 SENCOs and 10 Head Teachers attended
- Feedback has been received from 31 representatives of 22 schools
- Feedback themes:
  - There are some improvements that can be made to scheduling and notification, including more information about what the meeting entails
  - The meeting process worked well with no or minor changes identified
  - Very effective to involve Head Teachers and Health
  - Overwhelmingly positive response to having the opportunity for a multiagency discussion about individual children/groups of children

Rate for the overall experience	
1 Poor	0
2	0
3	0
4	10
5 Excellent	21

## In their own words....

“Advice given was very helpful. We know exactly what to do now”

“Excellent idea - really impressed with the process of how this works with all professionals”

“Speaking to lots of agencies at the same time was so useful”

“Found this really helpful thank you”

“Hopefully these will be a permanent feature. Thank You”

“Process in meeting was effective and informative”

A photograph of three children running happily across a grassy field. In the foreground, a young girl with dark skin and curly hair, wearing a pink and white striped shirt and blue jeans, is running towards the camera with a wide smile. Behind her, a boy in a red and blue striped shirt is also running. To the right, another boy in a white shirt and dark shorts is running. The background shows trees and a bright, sunny sky with a lens flare effect. The image is partially covered by a large blue and purple diagonal graphic on the left side.

# PROFESSIONAL DEVELOPMENT FOR SEND IN BIRMINGHAM



# INTRODUCTION

## Purpose

The purpose of this document is to set out the framework to be applied to the Workforce Development process for professionals working within education and who support pupils with Special Educational Needs and Disabilities (SEND) across Birmingham.

This document is guided by the Special educational needs and disability code of practice: 0 to 25 years, January 2015 which states:

- The quality of teaching for pupils with Special Educational Needs (SEN), and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (6.4)
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (6.36)
- Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (6.37)



# CONTENTS

## Contents

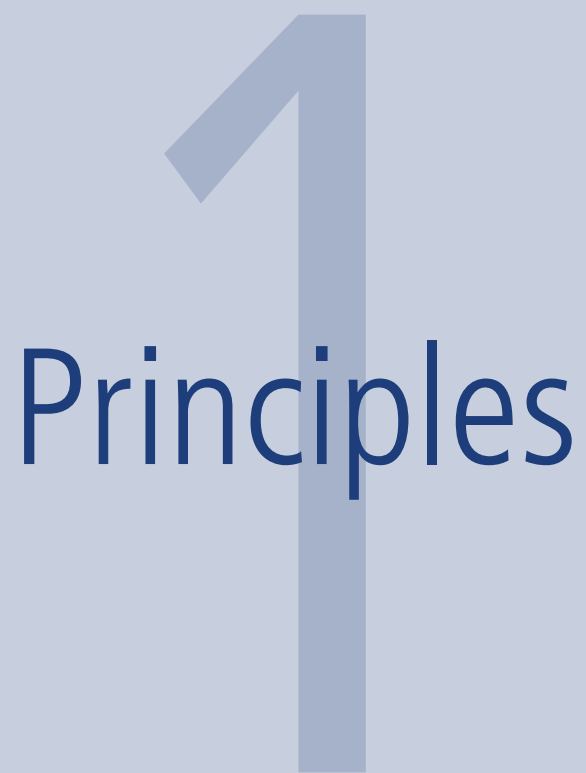
Birmingham's professional development for SEND has been divided into sections according to areas, as follows:-

Section One	Principles	6-7
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# 1 Principles

# PRINCIPLES

- All teachers are teachers of SEND and will be expected to have the knowledge, understanding and skills to effectively meet these needs.
- The continuous development of educational practice needs flexible and timely responses, together with a commitment to investing in people. Giving a high priority to educating, training and developing staff is seen as critical to the overall effectiveness of provision for children and young people with SEND.
- It is the right of all children and young people that all staff who work with them are appropriately qualified and trained to meet their needs. The quality of the staff expertise and attitudes will have an impact on the deliver and provision for children and young people with SEND.
- All staff are entitled to high quality induction training and continuous professional development, so that they can confidently provide for those children and young people with SEND. Professional Development is not seen solely as a 'top up' of specialist knowledge but as an important aspect of professional life.
- Individual staff should take responsibility for ensuring that they have the understanding, knowledge, skills and attitudes to meet the diversity of needs present in schools. They are entitled to appropriate appraisal to support their professional development.
- Professional development should be planned to support staff in bringing about changes and improvements to education and other services. In particular, the move towards greater inclusion of pupils with SEND will be successful if it is accompanied by relevant, high quality professional development.
- The training should be provided within a coherent framework, both in relation to the needs of the individual personnel and also to the schools and specialised services.
- Opportunities should exist for acknowledging and sharing good practice and knowledge.



# PRINCIPLES

In addition to these principles and as part of Birmingham City Council responsibilities the inclusion services are committed to:

- Consulting with education providers, services, professional associations and providers of professional development training to identify needs and resources.
- Monitoring the effectiveness of professional development activities in relation to Special Educational Needs and Disabilities (SEND) and assist schools in further developing their own approach.
- Developing partnerships with other SEND stakeholders and actively promote joint training with other agencies.
- Ensuring provision for professional development of all SEND staff who are not school based.
- Establishing structures that promote a corporate approach to professional development in the fields of SEND, involving staff from a range of relevant agencies.









# Approaches to Professional Development





# APPROACHES TO PROFESSIONAL DEVELOPMENT

Underpinning the development of the workforce to meet the needs of all children and young people are the components that help provide the necessary skills and resources. The key issue is that the workforce are able to access a range of professional development opportunities that increase their motivation, skills and understanding in relation to the provision of Special Educational Needs and Disabilities.

There are a range of professional development opportunities all of which have different strengths. The following are a list of some approaches to professional development, and shows some of the range of opportunities available, particularly those which do not depend on access to formal programmes. Many of the techniques can be blended or customised. For example, a mentoring relationship might include some coaching or a shadowing visit.

## Shadowing – seeing how someone else does it

### What is it?

Shadowing is where time is spent with a person or sometimes a team as they go about their work. It enables the trainee to gain a level of insight into the work of another person or department that could not be acquired through reading or explanation alone. It provides the opportunity of seeing how the world or a particular issue looks from the perspective of the person being shadowed. It can be useful for:

- Observing good practice in action
- Developing good working relationships with partner organisations
- Gaining an insight into the day to day reality of other people in their job roles
- Viewing work or the work of your department from the perspective of clients or users

Shadowing can also have benefits for the host:

- Their work and point of view becomes better understood
- They can learn from their guest – particularly by seeing their own work through a fresh pair of eyes

It is important to establish the purpose and boundaries of the shadowing arrangement and be clear about how long it will last, what activities or meetings are off-limits, and what must be kept confidential. Depending on what you hope to learn, shadowing might be one visit or a series of visits. It may be concerned with the whole of someone's role or just a specific activity.

# APPROACHES TO PROFESSIONAL DEVELOPMENT

## Coaching. Developing important skills

### What is it?

Whereas mentoring tends to be long term and broad in focus, coaching is typically short term and focused on a particular skill or outcome that you want to achieve. The starting place is a vision of what success would look like or clarity about the level or type of performance you aspire to. Then, using feedback from the coach a realistic picture is built up of current performance. The next step is to explore what could be done to lift your performance and then commit to a course of action aimed at improving that. This process is cyclical, so several coaching sessions may be needed at which progressively, clarification or refinement of vision, reviewing progress and the exploring of options is sought. The main benefit of coaching is that it is customised to individual goals and your learning style.

Coaching has been used for a huge range of purposes including:

- Improving presentation skills
- Career development
- Setting up in business
- Becoming more effective at managing time
- Developing facilitation skills
- Learning how to manage organisational change



# APPROACHES TO PROFESSIONAL DEVELOPMENT



## Benchmarking visits – seeing good practice in context

### What is it?

Benchmarking is a process used in many sectors to compare the performance of a department or organisation with others who do a similar job and who, overall or in a specific area, are seen to demonstrate good practice. Benchmarking involves more than visits. Comparisons of resources, policies, processes and key performance indicators can all be valuable. However, statistics and policy statements can never give the full picture and we should never imagine that only what is measurable is important. Visits can help for several reasons

- Non-measurable but critical factors in how a team or organisation performs, such as culture, working relationships and environment can best be experienced in a visit
- Seeing excellence in action, rather than just reading dry statistical measures, can be persuasive and inspirational
- Visits, and the face-to-face contact they facilitate, can help establish a dialogue between teams or organisations

To get the most out of a visit, preparation and planning is essential. You need to be clear about why you want to visit and what you wish to focus on. It is important to meet the people who actually do the work you want to learn from and not just their bosses. It's also helpful to consider how you can make the relationship reciprocal. Do you have examples of best practice or learning opportunities you can offer?





# APPROACHES TO PROFESSIONAL DEVELOPMENT

## Networks

### What is a network?

Networks enable staff to exchange and combine knowledge to improve services. Professional or learning networks tend to have the following features:

- **Common interest.** Members share an area of interest, such as teaching a particular subject
- **Active engagement.** Members interact to share information, solve problems etc.
- **Practice focused.** Members are practically involved in the area focused on by the network

### Why are networks so useful?

As large organisations in all sectors struggle to keep abreast of change, networks have much to offer.

- **Crossing boundaries.** The number of professions and agencies involved in delivering public services leads to overlaps, gaps and even conflicts in provision. Networks, united by common interest and focused on practice, can operate across organisational and professional boundaries and hierarchies to help join up services
- **Effective learning.** Several studies have found that professionals find networking an effective way of learning (Cheetham and Chivers 2001). It enables them to exchange ideas and resources and obtain help with practical problems.
- **Fast, Flexible and self-organising.** Increasingly, organisations are looking for ways to liberate the talents and know-how of their staff through “purposeful networking” (Senge, 2008. P 243). Networks enable practitioners to address real issues without waiting for formal changes in policy or structure, giving them “access to emerging knowledge about school leadership, learning, teaching and children and young people’s well-being” (Welsh Assembly Government, 2006)



# SENCO Networks



# SENCO NETWORKS

The SENCO network meetings give the opportunity for professional development. They are held termly and provide an opportunity to develop collaborative working between schools and specialist teams, in order to build capacity as well as to provide solution focused proactive approaches for children and young people, with special educational needs and disabilities.

Listed below are some of the activities that could take place through the range of SENCO networks meetings

- developing a network for support staff and SENCOs that provides professional development as well as sharing good practice
- facilitating drop-in surgeries and consultations from a range of specialist teams
- planning for the transition of nursery, Year 6, Year 9 and Year 11 pupils with SEND
- considering common themes arising from schools and providing bespoke support



## SENCO Networking 2020/2021



### Summer Term 2020

#### Week Beginning – 15th June 2020

Tuesday 16th June 2020

Wednesday 17th June 2020

Thursday 18th June 2020

#### Week Beginning 22nd June 2020

Tuesday 23rd June 2020

Wednesday 24th June 2020

Thursday 25th June 2020

### Autumn Term 2020

#### Week Beg – 12th October 2020

Tuesday – 13th October 2020

Wednesday – 14th October 2020

Thursday – 15th October 2020

#### Week Beg – 19th October 2020

Tuesday 20th October 2020

Wednesday 21st October 2020

Thursday 22nd October 2020

### Spring Term 2021

#### Week Beginning – 8th March 2021

Tuesday – 9th March 2021

Wednesday 10th March 2021

Thursday 11th March 2021

#### Week Beginning 15th March 2021

Tuesday 16th March 2021

Wednesday 17th March 2021

Thursday 18th March 2021

**Venues to be confirmed**

# GLOSSARY

The following abbreviations are used within this directory:

**AET** – Autism Education Trust

**CAT** – Communication and Autism Team

**CT** – Class Teacher

**EPS** – Educational Psychology Service

**HT/DHT/AHT** – Head teacher/Deputy head teacher /Assistant head teacher

**LM** – Learning Mentor

**LSA** – Learning Support Assistant

**LS** – Lunchtime Supervisors

**OT** – Occupational Therapy

**PAS** – Pastoral staff

**PDSS** – Physical Difficulties Support Service

**PSS** – Pupil and School Support

**SALT** – Speech and Language Therapy

**SENCO** – schools and maintained nursery schools

**SS** – Sensory Support

**SLT** – Senior Leadership Team

**TA** – Teaching assistant

## Links for bookings

### **CAT**

<https://accesstoeducation.birmingham.gov.uk/cat/>

### **PSS**

<https://accesstoeducation.birmingham.gov.uk/pss/>

### **BCHC+**

<https://www.bhamcommunity.nhs.uk/patients-public/bchc-plus/bchc-plus-speech-and-language-therapy/speech-and-language-therapy-training/>

### **EPS**

<http://www.birminghameducationalsupportservices.co.uk/Services/4524>

### **PDSS**

[siobhan.odonnell@birmingham.gov.uk](mailto:siobhan.odonnell@birmingham.gov.uk)









## **Parent Link Service information**

### **Number of referrals and resolutions**

In January 2020 22 referrals to the service were received, 11 from parents directly and a further 11 following actions set at locality panel meetings. Of these cases 3 have been resolved with the remaining 19 having further actions to be carried out.

In February 2020 (until the 25<sup>th</sup> Feb), 31 referrals to the service were received, 19 from parents directly, a further 11 following actions set at locality panel meetings and 1 coming via a SEND support service team. Of these cases 3 have been resolved with the remaining 28 having further actions to be carried out.

Most of the unresolved cases are awaiting final contact with parents to check they are happy with actions taken.

Actions taken include linking with appropriate contacts, explanation of service or process, gaining of further information, attending meetings with them or gaining response from members of SENAR.

### **Case Studies.**

#### **Parent Link Case Study 1**

##### **What was the issue?**

A parent called the parent link contact line for advice as her son's school had informed her that they were looking to do a managed move for her son, however she felt that the school were not meeting his needs or using successful strategies to support his ADHD, Autism and anxiety. During the conversation it became clear that the parent had never met with the school's SENCO.

##### **Who did you engage with and what actions were taken?**

The Parent Link Officer acted as the link between home and school and arranged a time when the SENCO and mum could meet. The parent link officer also attended the meeting as did the school's ASC support worker.

In the meeting the concerns from both school and home were discussed and actions set which included a referral being made to additional services who could support, new strategies being implemented based on mum's understanding of what supported her son best, further support for mum at health meetings from the school so that all messages are shared.

##### **What was the impact?**

The school and family will be gaining more support from additional appropriate outside agencies, including health services, to address the escalation in behaviours in the current setting rather than completing a managed move to another school at this time.



Mum now has a clearer method of communication within the setting so that her concerns are addressed more easily.

## **Parent Link Case Study 2**

### **What was the issue?**

Email sent from parents to the Assistant Director with concerns around the support required following an EHCP being issued and also the fact there was no identified school placement in the plan.

### **Who did you engage with and what actions were taken?**

The parent link officer called the parent to discuss the issues relating to placement. It appeared that the parent was unable to secure a placement for their child at the preferred school because of no spaces being available. She was unsure of how to progress with this especially as she had been told that she had missed the window to appear.

The parent link officer checked the school placements available at the preference school and also other options that maybe available including outreach work or placements for the next academic year. None of these options were available.

The parent link officer then found out where other local and appropriate placements were available and fed this back to mum so she could go to visit these settings.

The parent link officer also liaised with the home bridging team to see about interim support whilst a placement was being found.

### **What was the impact?**

Parent now has a course of action to take to find a new placement and the pupil will be receiving support in the interim.

## **SEND Parent Champions**

So far three SEND Parent Champions have been identified. The draft profiles for two are attached, the third is under development. The parent champions are supporting some of the upcoming parent forum meetings being held over the next few weeks.

# Adriana Anastasio - Parent Champion



## About me:

I am a mother of two beautiful children, my son is in secondary school education and my daughter is in primary school education. I work part time in a busy NHS Birmingham Hospital, which gives me insight into the NHS referral pathway process.

Both of my children have multiple SEND needs, which differ from one another. I understand the sometimes frustrating and emotional process of gaining a diagnosis and then getting this addressed within school, in order to access the best level of support and care available for my children.

As a parent champion I intend on sharing my experience and knowledge of my children's diagnosis process, as I've learnt such a lot about how to access and self-referrer to a number of different services which you wouldn't even think would be available to you as a parent. I've had many a bad day where you feel alone, unheard and professionals seem to be obstructive, so if I could help empower even one parent and their child along this journey then that would be amazing!

In the early days following a diagnosis or identification of a special educational need or disability, some parents would like to have someone who has been through a similar experience to have a quick chat with and share their experiences.

My role is to:

- Provide information on a range of topics based on their own experiences.
- Give other parents information about how to find information and support through the Birmingham Local Offer website and the Parent Link Officers.
- Where we can we will help with translation of information about benefits and other useful things if they are from different cultures and speak other additional languages.

Ways I can work with you include:



Telephone



E-mail



Individual  
support



Family drop-  
ins

# Harvey Shergill- Parent Champion



## About me:

I am a mum of three with experience of finding information about what is available for children with additional needs within the local and wider community.

In my role as a parent champion I am hoping to listen to, help and guide other parents and carers through their journey. I am keen to help by signposting parents to sources of advice, information and guidance within my local community. By promoting community cohesion by supporting families with integration, encouraging parental involvement, addressing specific needs and raising awareness of extended services with the local community. I also am able to act as an interpreter as and when required.

In the early days following a diagnosis or identification of a special educational need or disability, some parents would like to have someone who has been through a similar experience to have a quick chat with and share their experiences.

My role is to:

- Provide information on a range of topics based on their own experiences.
- Give other parents information about how to find information and support through the Birmingham Local Offer website and the Parent Link Officers.
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Individual  
support




Family drop-  
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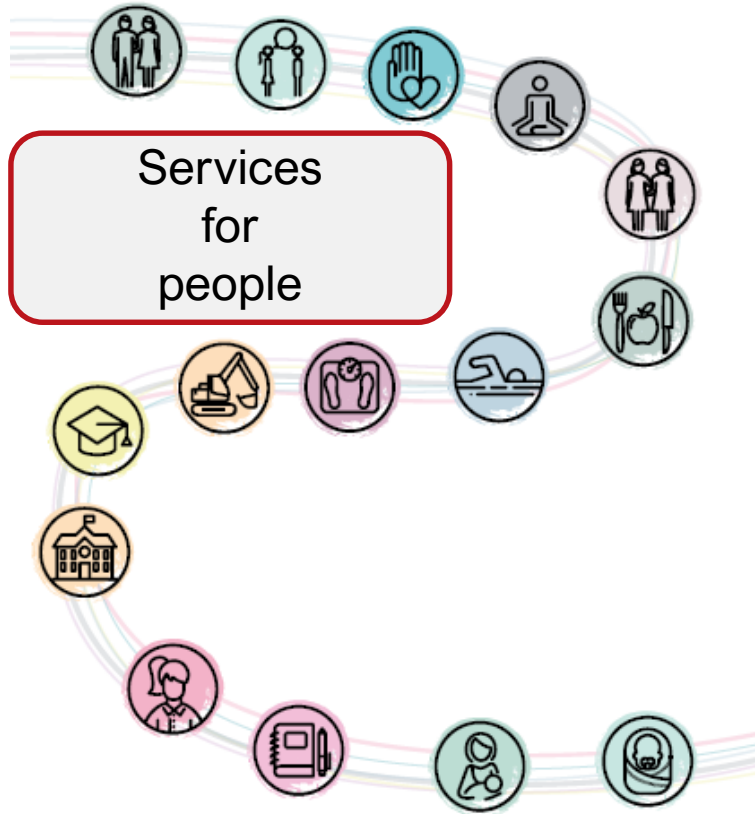
# Send Youth Forum

Why The Send Youth Forum Is Important to us All





Local government is responsible for a range of vital services for people and businesses in defined areas. Your local area is Birmingham.




## What services do you think the Birmingham City Council might provide for people?

- social care
- schools
- housing and planning
- waste collection

also lesser known ones such as

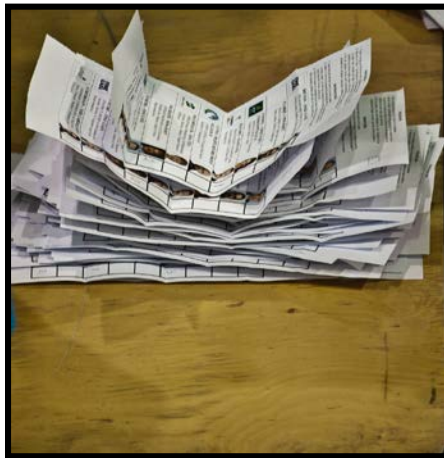
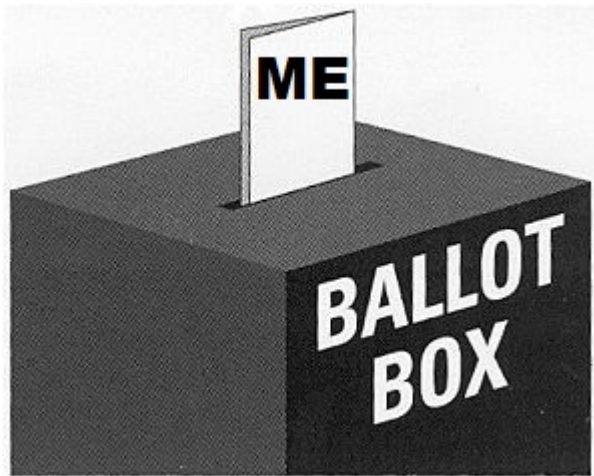
- business support
- registrar services
- pest control
- licensing

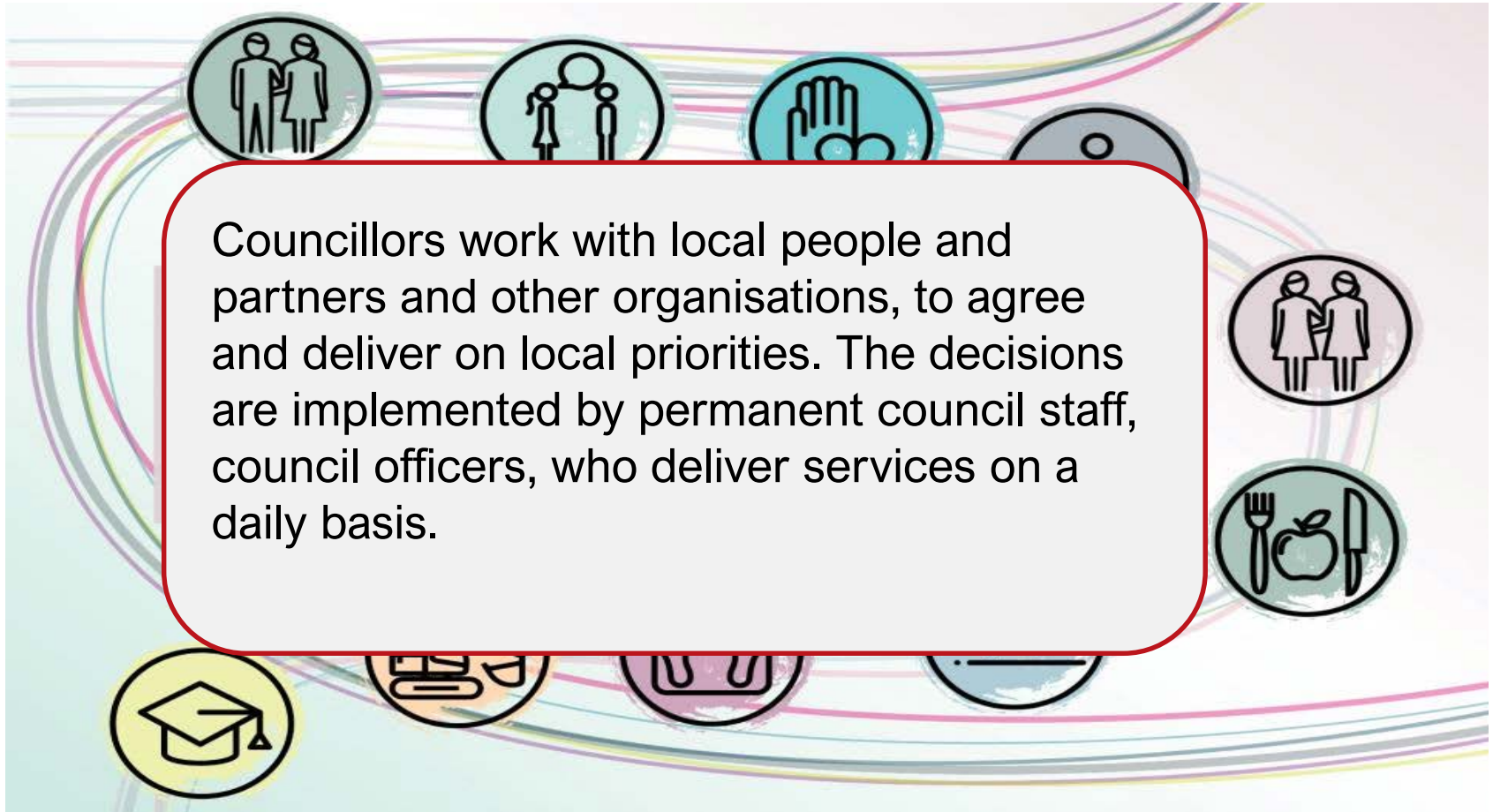




Local councils, which is the most common type of local authority, are made up of councillors who are elected by the public in local elections.

# Democracy





Councillors work with local people and partners and other organisations, to agree and deliver on local priorities. The decisions are implemented by permanent council staff, council officers, who deliver services on a daily basis.



 <b>Council Tax</b> Pay Council Tax Report a change Bands and charges	 <b>Waste and recycling</b>	 <b>Roads, travel and parking</b> Pay a parking fine Report a street fault Find out about roadworks	
 <b>Schools and learning</b>	 <b>Find your local services and facilities</b> e.g. B11BB 	 <b>Your council</b> Register to vote Agendas, minutes and reports Find your local councillors	
 <b>Benefits and support</b> Make a benefits claim Report a change in circumstances Find out more about Universal Credit	 <b>Housing</b>		
<b>Adult social care and health</b>	<b>Births, deaths and ceremonies</b>	<b>Business and licensing</b>	<b>Environment</b>
<b>Parks, leisure and wellbeing</b>	<b>Planning and development</b>	<b>Children and families</b>	<b>Things to do</b>

# Birmingham City Council

You can find out about Birmingham City Council's services at their website.

Search 'Birmingham City Council' in your search engine or go to <https://www.birmingham.gov.uk>

Find your councillor  
by postcode



Watch committee  
meetings live on  
webcast



Council news, blogs  
and feeds



Council Financial  
Plan 2019+



How the council  
works



Pay an invoice sent  
from the council



Performance



Elections and voting



Policies, plans and  
strategies



Working for the  
council



# Birmingham City Council

You can also find out who the Councillors are and who represents you where you live.

<https://www.birmingham.gov.uk/council>

..... Adults alone do not have the answers

## **SEND YOUTH FORUM**



# Together



**Making a positive difference** every day to people's lives



# Send Youth Forum

## 21<sup>st</sup> February 2020

Session 1

Terms Of Reference

What's Working Well For You



**[birmingham.gov.uk/futurecouncil](https://www.birmingham.gov.uk/futurecouncil)**



**@BhamCityCouncil**



**@birminghamcitycouncil**



**@birminghamcitycouncil**



**Making a positive difference** every day to people's lives

# Send Youth Forum

## 21<sup>st</sup> February 2020

Session 1

Terms Of Reference

What's Working Well For You ?



# Terms of Reference

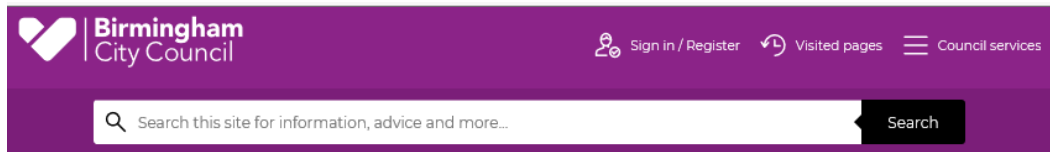
- **Terms of reference (TOR)** define the purpose and parts of a project, committee, meeting, negotiation, or any similar group of people who have agreed to work together to accomplish a shared goal
- TOR defines -
  - What has to be achieved
  - Who will take part in it
  - How it will be achieved
  - When it will be achieved



# What is the Local Offer?



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is the Local Offer?

Birmingham's Local  
Offer (SEND)

## Related information

Downloads

## What is the Local Offer?

### Birmingham's Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision that is available and provision that is expected to be across education, health and social care for children and young people in their area who have special educational needs and disabilities (SEND).

### The Local Offer has two main purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision responsive to local needs and aspirations by directly involving children and young people with SEND, their parents, and the professionals who work with them in its development and review

### What will the Local Offer cover?

The Local Offer will help you to find information about what universal, targeted and specialist provision is available for children and young people with SEND in Birmingham and how to access different types of services and support.

A clear and accessible Local Offer sets out information on what is available (provision) for children, young people and their families.

This includes provision for disabled children and young people, and those with Special Educational Needs (SEN), whether or not they have an Education, Health and Care plan.

To be an effective tool it is vital that the Local Offer is coproduced.

# What Has To Be Achieved ?

We will...

- Help to **improve understanding** of people who have additional needs\*
  - Work towards reducing misunderstandings about CYP with additional needs, and help to **include everyone**
  - Work to help **all** young people fulfil their potential
  - Work together to help each other using our own experiences and get the views of CYP with needs to **support and empower** them with their ordinary lives.
-

# Who Will Take Part In It

- Members of the forum (children and young people)
- Co-ordinators
- Councillors
- Assistant Director for SEND (Nichola Jones)
- Head Teachers / Schools
- Heads of Service for SEND

# How It Will Be Achieved

- How will we work together?

- ✓ Work together as a family, not working alone. “Teamwork is Dreamwork”
- ✓ Respect everyone
- ✓ Value all opinions
- ✓ Be open and honest. A ‘safe haven’. No one should be scared to share their own views
- ✓ Collaborate
- ✓ Get to know each other better

## How we will move forward with it?

- ✓ Share / go to Primary Schools to talk with pupils there as a role model (i.e Assemblies)
- ✓ Work with senior people to get messages out
- ✓ Social Media – have an Instagram Account
- ✓ Use examples of schools where it already ‘works’



# When It Will Be Achieved

- The Forum will meet regularly (Dates TBC)
- CYP will also be asked to attend other events outside of the main forum dates
- Co-ordinators will let members know of dates well in advance and with a set agenda.

What's Working Well For You ?

**OBJECTIVE – TO IDENTIFY WHAT IS  
CURRENTLY WORKING WELL FOR YOUNG  
PEOPLE WITH SEND OR DISABILITIES IN  
BIRMINGHAM SECONDARY SCHOOLS**



# What Makes A Good School for You ?

- Discuss

Building	Lunchtimes / Breaktimes	Other
Lessons	Friends / Peers	



# Conclusion



**[birmingham.gov.uk/futurecouncil](https://www.birmingham.gov.uk/futurecouncil)**



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**Making a positive difference** every day to people's lives



# SEND BRIEFING

*"Children and young people will be happy and reach their full potential"*

JANUARY 2020 / ISSUE 2



## Dear colleagues

Many thanks to all those schools that attended the consultation events that we held in November and December 2019 to share some of the different ways the inclusion team are going to be working. We had over 450 people attend across the four school events and just over 50 families attend the parent and carer consultation events.

[Click here for some of the frequently asked questions that were asked during these events.](#)

I am really looking forward to meeting with each of the school consortia over the coming months, and, to hear about the great work taking place in Birmingham to support children, young people and their families with special educational needs.

I am also really pleased to be able to share the funding that has become available through the high needs block allocation of funding. The government announced that Birmingham would receive an additional £26.6m to address previous and predicted overspends, as well as providing capacity for investment in the future. In effect there will be funding available for mainstream schools to work together to support children with SEND in the mainstream school. Further information about the additional funding will be shared in the next couple of weeks.

From the conversations I have had with individuals I have been really struck by how many passionate professionals there are in Birmingham who want to make a difference for all our children and young people.

We know we have a way to go to ensuring both our services and in particular our referrals pathways improve to ensure better timeliness and wrap around support.

The link below to Huzaifah's story is a great example of how working in innovative and different ways combined with strong leadership, really is making such a difference to the lives of the families and children and young people. Thank you to St John's Primary School and to Huzaifah and his family for sharing their story.

[Link to Huzaifah's story](#)

Very best wishes for 2020.

*Nichola Jones*

Assistant Director for SEND and Inclusion.

## SEND INDIVIDUAL SCHOOL MEETINGS

This term, all schools in Birmingham will receive an invitation to attend a multi-agency planning meeting.

The meetings will discuss Special Educational Needs at a strategic level as well as discussing special educational needs on the ground, including where the schools are 'stuck' with individual pupils. They are also an opportunity for schools to share ideas and to shape future locality working, building on the good practice already in place across many schools. The meetings will not come out of school's core hours.





## LOCALITY PANELS

In November 2019, instead of holding one city wide panel we started to run four panels which cover four areas across the city. All panels meet on a Tuesday morning and have local representatives from education psychology, the advisory services for communication, cognition and learning, looked after children, Early Years, Post 16, health, social care, as well as members of the SEN administration and home to school transport team. Each referral has an assigned lead professional who links with the school and who present the case. The panels consider requests for additional funding or resources; changes of placement; specialist placements; EHP statutory assessments. Each referral into the panel is appointed a lead professional who presents the case.

## PARENT LINK OFFICERS

This term, we are introducing our new Parent Link Officers. These are members of the local authority who are there to help build better communication links between parents, schools, settings, specialists and other support agencies.

They will support parents through a central contact line, family forums and drops events.

We recognise we really need to build trust and establish much easier ways for families to get advice and to be able to access some of our specialist professionals for [advice or more information about parent link officers and the events coming up click here.](#)

[Please click here for more information on the Parent Link Service Contact Line.](#)

## LOCALITY SCHOOL FORUMS

Building on the current good practice in many local areas, we are keen to continue working with groups of schools to facilitate local area SENCo forum meetings.

Led by the schools, the forum enables schools to work together to share good practice, raise common themes and issues and take a solution focused approach to addressing these.

In addition, we are continuing to deliver city wide SENCO Networks, which aim to address common themes coming out of the local groups as part of the ongoing agenda as well as sharing key messages from the local authority.

## LOCALITY FAMILY FORUM

Parents have often told us that they want to speak to professionals when they are raising their first concerns about their child's needs but find it difficult to do this without a long referral process.

To help address this we will be starting to host family forum events each term, which will include an opportunity to attend drop-in appointments with a range of different professionals.

Keep your eye on your school noticeboard for information on dates and venues for these events which we will be sharing with you very soon. We also ask if you can please share this information, once received with parents in your school, so as many as possible can attend them.



## YOUNG PEOPLE'S FORUM

The application process for the SEND Youth Forum has now been completed. The team received many applications from secondary aged young people with special educational needs from across Birmingham schools. The common theme amongst the applications was a desire to participate and ensure that the support provided in Birmingham schools works for all children and young people with SEND or disabilities.

On the 13 January 2020 interviews for the forum took place at the Council House. For many of the young people this was their first experience of an interview process. They rose to the occasion and the interview panel were blown away by their enthusiasm and determination to be part of Birmingham's SEND Youth Forum.

The newly established SEND Youth Forum will now meet regularly throughout the year to support and advise Birmingham City Council on a range of themes and issues related to special educational needs and disabilities. For further information email [youthforum@birmingham.gov.uk](mailto:youthforum@birmingham.gov.uk) or [Sarah.j.scarr@birmingham.gov.uk](mailto:Sarah.j.scarr@birmingham.gov.uk)



## SEND SUPPORT PROVISION PLANS

SEND Support Provision plans, are designed to be used by mainstream schools to collate information about the support being provided for a pupil with complex needs as part of a graduated approach.

Where the resources required are beyond that which the setting can provide from their allocated SEND notational budget and through the support of outside agencies, the plan can then be used to apply for enhanced funding through the locality panels.

SEND Support Provision Plan templates and guidance can be accessed through the A2E website:- <https://accessstoeducation.birmingham.gov.uk/senco-zone-birmingham/>

Further information on how to submit plans will be shared through the individual school meetings taking place this term.

# SEND FAMILY BRIEFING

FEBRUARY 2020 / ISSUE 1



## Parent Link Service

This term, we introduced our new Parent Link Officers. They are members of the local authority who are there to help build better communication links between parents, schools, settings, specialists and agencies. They will support parents through a central contact line, family forums and drop-in events.

We recognise we really need to build trust and establish much easier ways for families to get advice and to be able to access some of our specialist professionals as early as possible. [For advice or more information about parent link officers and the events coming up click here.](#)

We are holding two events to share information about the Parent Link Service. The events will take place on:

- Wednesday 12 February Calthorpe Special School, Highgate from 9.30am to 1pm at the Pathways and outcomes event
- Wednesday 26 February at St John's C of E Primary School, Sparkhill from 8.45am to 10am.

## LOCALITY FAMILY FORUM

Parents have often told us that they want to speak to professionals to talk about their child's needs but find it difficult to do this without a long referral process. To address this, we will be starting to host family forum events throughout the year which will include an opportunity to attend drop-in appointments with a range of different professionals.

[For further information on dates and venues for these events click here.](#)

Please share these dates with other parents, so as many as possible can attend.



## INDIVIDUAL SCHOOL MEETINGS

In January we have been piloting individual school meetings with the Handsworth cluster of schools and the local SEND team. This means that the educational psychologist, advisory teacher, an occupational therapist and speech and language therapist have all been meeting together with individual schools to talk about children and young people with SEND.

Where children require additional help, we now hold four weekly panels instead of one to cover the East West, North and South of the city. The panels consider requests made by schools and settings for additional funding or resources; changes of placement; specialist placements and Education, Health and Care statutory assessments. The panels meet on a Tuesday morning and have representatives from education psychology, the advisory services for communication, cognition and learning, looked after children, Early Years, Post 16, health, social care, as well as members of the SEN administration and home to school transport team.

Each referral is assigned to a lead professional – usually an educational psychologist or a specialist teacher. The lead professional will work with the school and family and the different professionals involved, to ensure that the children and young people's needs are met.



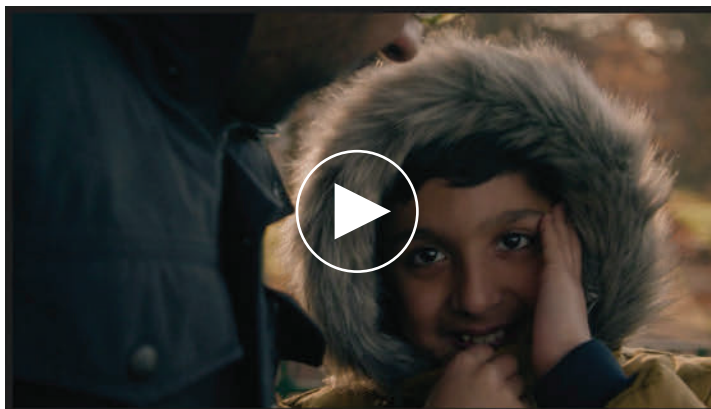


## HUZAIFAH'S STORY

Huzaifah's story is a great example of how working in innovative and different ways really can help to make a difference to the lives of children and young people and their families.

Thank you to St John's Primary School and to Huzaifah and his family for sharing their story.

[Click on the link to view Huzaifah's story.](#)



## LOCAL WEBSITE

We have been working with the Parent Carer Forum to update our Local Offer website to make it easier for parents and carers to find information on the support available for children, young people and families. We will be launching the new Local Offer Website in March 2020.



## YOUNG PEOPLE'S FORUM

The application process for the SEND Youth Forum has now been completed. On the 13 January 2020 interviews for the forum took place at the Council House. For many of the young people this was their first experience of an interview process. They rose to the occasion and the interview panel were blown away by their enthusiasm and determination to be part of Birmingham's SEND Youth Forum. The newly established SEND Youth Forum will now meet regularly throughout the year to support and advise Birmingham City Council on a range of themes and issues related to special educational needs and disabilities. For further information email [youthforum@birmingham.gov.uk](mailto:youthforum@birmingham.gov.uk) or [Sarah.j.scarr@birmingham.gov.uk](mailto:Sarah.j.scarr@birmingham.gov.uk)



BIRMINGHAM  
CHILDREN'S TRUST



WEST MIDLANDS POLICE



SFB/FEB2020/1



# FEBRUARY BRIEFING PAPER

*Information for parents  
and carers on home  
to school transport*



Dear Families,

This is the first briefing paper for Home to School Transport to keep families informed of the changes and developments taking place to improve the service we provide.

The authority recognises the difficulties families are experiencing and apologise for the impact this has had on getting your child to school.

Over the last few months we have been working to improve the services we deliver. This briefing has been prepared to share some of the things taking place to improve the way we do things, and are part of a wide-range of changes we are making to support children, young people and their families with special educational needs.

**Nichola Jones**



**Assistant Director Inclusion and SEND  
Education and Skills Directorate**

## Improving our application service to families

We know our application process is not easy to navigate, so we are currently reviewing this to ensure a more user-friendly experience. We have brought in help to simplify the process through a broader piece of work that we are looking at in relation to our Inclusion and SEND service.

A key part of the work has been conducting an online survey covering the Home to School application and appeals process and the SEN Education Health Care Plan Process. The survey included interviews, with over 160 parents and carers responding. This means that the solutions will be firmly based on the needs of parents and carers as improvements to the application and appeals process are being made. We are really looking forward introducing new technology soon to make it a much simpler process.

We are also looking at the format of the Local Offer website to make it easier for parents and carers to find information on the support available for their children, young people and families, including Home to School Transport. We will be launching the new Local Offer Website in March 2020.



## Improving the referrals process

We have recently introduced a new referrals process with meetings now taking place weekly.

This means when a decision is made for placement a discussion now takes place at the weekly panel made up of a specialist team of SEND professionals alongside home to school team members.

Our new approach ensures that transport and placement decisions are made together.

This way of working will ensure we deal with all our new referrals within 20 working days. In effect, this has meant our referrals waiting to be processed has reduced from 211 in November to 19 in January.

We have also set up a weekly appeals panels to deal with the historic backlog. Through this process we have reduced significantly our stage one appeals, from over 200 in September 2019 to 34 in January and for stage two appeals from over 40 in September 2019 to 10 appeals waiting to be heard at the end of January 2020.

We know we still have some way to go and the teams are working hard to ensure decisions are made in as timely a manner as possible.

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## Guides

We know we still have work to do to ensure we have cover when our travel guides are not available. To resolve the issue, we have brought in extra capacity to specifically improve upon the instances where routes have been cancelled, as we know this just isn't good enough.

In our next briefing we will provide you with further information about what we are doing to improve our services – we will be reporting on what we are doing to ensure that our routes don't get cancelled as a result of travel guide sickness.

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## Changes to Transport Providers

The National Express Accessible Transport (NEAT) is continuing to make improvements by re-training all their drivers and implementing their ongoing fleet upgrade programme to ensure all vehicles are roadworthy, safe and fit for purpose. All drivers have id badges, first aid and safeguarding training. We are pleased to report that since November there have been no route cancellations from all our transport providers.

We have recently tendered all other Home to School transport, to ensure we continue to raise the standards consistently and have phased the start dates for the newly appointed suppliers with the final phase taking place in February.

We know this has meant some disruption for you while we have moved to the improved way of working and we thank you for your patience. We are pleased to report this will all be completed by February half-term.

In the coming months, we are going to be specifically reviewing the lateness of our home to school transport and the length of time children are travelling to and from their home. We will be using these briefings to inform you of our findings and how we can improve our services further.

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## Improving how you contact us

We recognised the difficulties families were experiencing getting in touch with our department. We have brought in more help (an additional support worker) to ensure we follow up on all our missed calls and we have created an additional helpline, so we can be contacted by our travel assistants.

We are currently reviewing our telephone calls systems so we can also improve how people get in touch with us.

We know we still have some way to go in getting our service to a standard where we become one of the best services nationally. To do this we really want to hear from you. In our February briefing we will be sharing details about how you can get in touch to help us with our improvements.



# SEND Improvement – additional information

## - SEND Transformational Leadership

Nichola Jones, Assistant Director, SEND & Inclusion



# SEND Transformational Leadership Programme

- The roll out of the Whole School SEND review training is in its third roll out with 38 colleagues now trained across Birmingham schools and SEND services, including colleagues taking part of the SEND Transformational Leadership programme
- A briefing was held at the end of January for schools taking part in the school SEND Transformational Leadership programme; 8 inspiring leaders have been appointed to work with 15 schools in delivering SEND school improvement, supported by mentors from BCC and BEP
- Two day bespoke leadership programme is being delivered in March to the SEND Transformational Leaders by Whole School SEND, as well as a full planning session for projects to support improvement with individual schools
- A call for school professionals to deliver school to school coaching for individual classroom teachers and senior leadership teams was launched in December with a small pilot being undertaken after half term.



# SEND Improvement – additional information

## - Early Years / Early Identification & Intervention workstream

**Nichola Jones, Assistant Director, SEND & Inclusion**



# Early identification and intervention

- The workstream aims to develop and implement an early intervention framework for SEND in Nursery settings and Reception classes. The purpose of the project is to ensure early identification of language and literacy needs so that timely intervention can be put in place to reduce future disadvantage and the need for later intervention. This will ensure that children receive the support that they need, when they need it in order to succeed in school
- An Early Identification and Intervention steering group has been established supported by Professor Angela Fawcett, to pilot a screening tool for specific learning difficulties (to link closely with the Wellcomm speech and language early screening tool) and a pilot commenced in two settings



# Resource Base Reviews

Nichola Jones, Assistant Director Inclusion & SEND  
November & December 2020





# Resource Bases - Overview of provision

SEND Need	East	North	South	West	Total	% overall (need)
ASC	55	38	33	34	160	24%
ASC; SLCN	56	0	0	0	56	8%
C&L	107	0	32	38	177	27%
C&L; ASC; PD	0	0	26	0	26	4%
FAM	38	19	30	5	92	14%
HI	35	15	14	0	64	10%
SLCN	0	5	30	10	45	7%
VI	0	30	9	0	39	6%
Total	291	107	174	87	659	
% overall (area)	44%	16%	26%	13%		

## Breakdown of provision by type of need and area

- Overall the greatest number of commissioned places in Resource Base provision is for Cognition and Learning needs (27%), closely followed with Autism (24%).

# Placement costs (ASD / C&L / SLCN)

Area	ASD	Approx. overall costs	ASD; SLCN	Approx. overall costs	C&L	Approx. overall costs	C&L; ASC; PD	Approx. overall costs	SLCN	Approx. overall costs	Total commissioned places	Total costs
East	55	£639,881	56	£783,967	107	£1,523,685	0		0		218	£2,947,533
North	38	£575,877	0		0		0		5	£52,876	43	£628,753
South	33	£606,557	0		32	£512,888	26	£400,155	30	£387,192	121	£1,906,792
West	34	£598,688	0		38	£543,883			10	£213,221	82	£1,355,792
Total	160	£2,421,003	56	£783,967	177	£2,580,456	26	£400,155.00	45	£653,289	464	£6,838,870

- There is a wide range of difference in the placement costs for pupils in a resource base with the average cost per commissioned place for ASD/SLCN/C&L being £14,739. The lowest average cost per place is East (£13,520) and the highest is West (£16,534)
- The highest concentration of C&L places are in the East – where 60% of the placements are currently.
- The majority of SLCN places are in the South (66%);
- There is a more even spread of ASC places across the city with the highest number are in the West (34%)

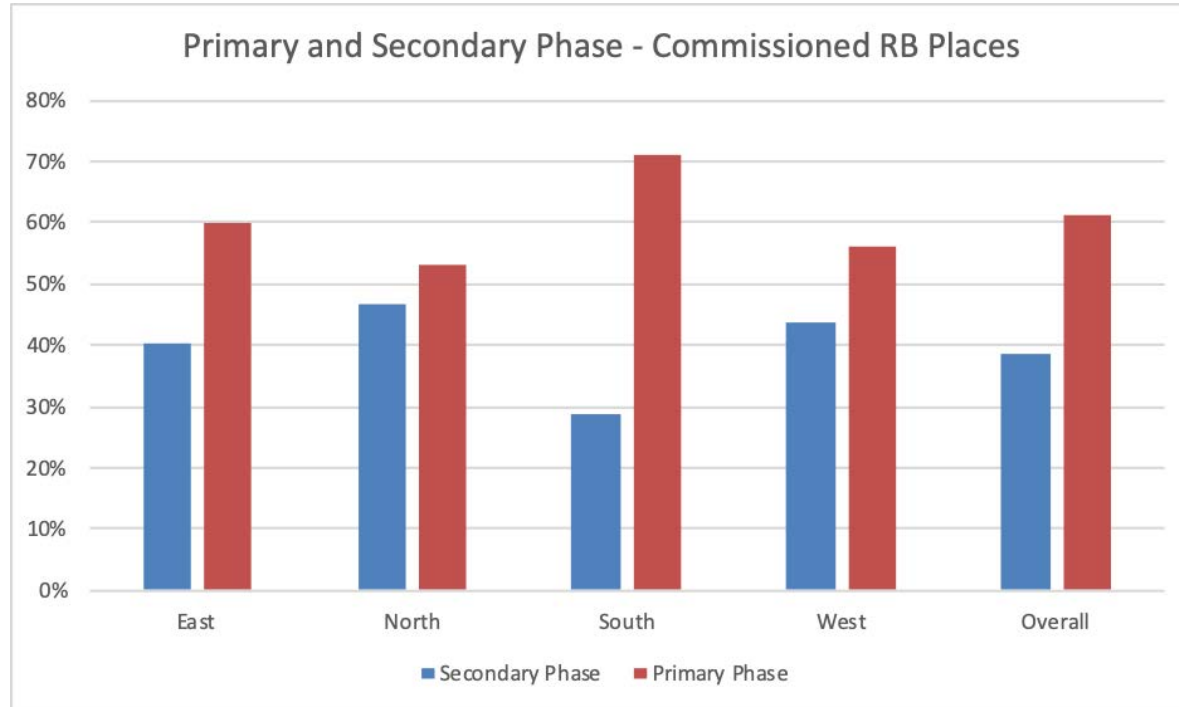


# Placement costs (Sensory/Physical Impairment)

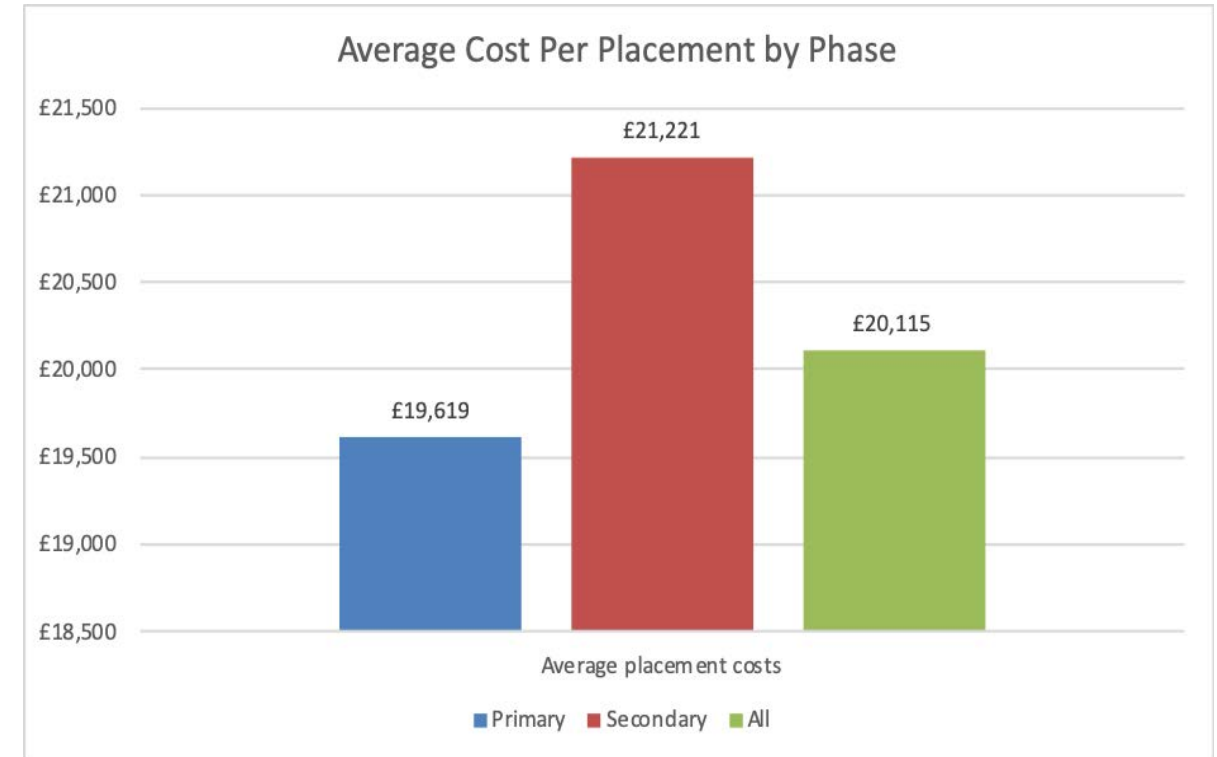
Area	FAM	Approx. overall cost	HI	Approx overall cost	VI	Approx overall cost	Total Commissioned Places	Overall costs
East	38	£781,017	35	£792,421			73	£1,573,438
North	19	£309,986	15	£328,864	30	£610,668	64	£1,249,518
South	30	£665,948	14	£270,086	9	£270,017	53	£1,206,051
West	5	£123,118					5	£123,118
Totals	92	£1,880,069	64	£1,391,371	39	£880,685	195	£4,152,125

- The average cost per commissioned place for children and young people with a sensory or physical impairment is £21,293. The lowest average cost per place is North (£19,524) and the highest is West (£24,624)
- There is no provision in the West for Hearing Impairment (HI) or Visual Impairment (VI) provision; East has no VI provision.
- The greatest number of Fully Accessible Mainstream (FAM) places is in the East (41%); the lowest is in West (5%)

# Primary & Secondary numbers, and average costs



- Overall, there are more Primary Phase than Secondary Phase places in Resource Bases across the city (61% compared to 39%)
- South have a greater than average number of Primary Phase commissioned places (71%)



- The average cost per placement in Primary phase is less expensive than Secondary (£19,619 compared to £21,211).
- The average cost per placement across the city is £20,115

# Resource Base Reviews

## Common Themes

- Developing stronger links with outside agencies
- Developing links with schools within the locality with a resource base
- More work needs to be done to clarify designation of base and ensuring appropriateness of children placed

## What's not working well?

- Funding (CRISP/ top-up) – not accurately supporting needs
- Referrals – inappropriate, different sources, wastes time reviewing paperwork
- SENAR not being clear about the provision is that is offered in a resource base

- Links with special schools vary

## Areas to consider going forward

- Maintained nursery schools acting as hubs
- Consideration of resource base provision at primary and secondary school level as part of a tiered approach
- Developing more consistent approaches for measuring progress
- Improving transition





# Resource Base Development Plan - timeline

Key Action	Timeline
1 To identify key leads within the inclusion service to have oversight of the placements and monitoring of the resource base provision.	January 2020
2 To implement service level agreements for the commissioning of specialist Resource Base placements, placement processes and built in reviewing and realignment of provision.	March – April 2020
3 To develop processes for the early identification of need for children with complex needs	April – July 2020
4 To improve transition of children and young people in resource base provision in the early years, Key Stage 2 and post 16.	April – July 2020
5 To decommission the small number of Resource Base provisions with low numbers that are no longer fit for purpose	April – July 2020/21
6 To develop and implement a locality team of professionals that provides support and the development of professional needs for Resource Bases	April – Sept 2020
7 To review the funding formula so it is consistent across the city	April – Dec 2020
8 To undertake a teaching and learning review of all current Resource Bases and develop peer review processes for improving quality assurance and measuring pupil outcomes	April – Dec 2020
9 To develop hubs within mainstream schools for children and young people with sensory needs to be able to access their local mainstream school	April 2020 – Sept 2022
10 To develop and implement KS3 provision, where appropriate across the city	Dec 2020 – March 2022

