

SEND

Responding to COVID

Overview and Scrutiny Committee September 16th 2020

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Background – what we did

- Established Joint Response Group
- Risk assessment template produced via consultation with headteachers
- Clear risk assessment criteria established, responding to DfE guidance and required actions
- SEND Link Officer agreed for each school/setting
- Weekly contact established with all schools/settings offering support, guidance and challenge
- Individual risk assessments produced for all pupils with an EHCP
- Attendance data (including number of red rated CYP) systematically collected, collated and reported.

Background – what we did (contd.)

- Weekly TEAMS briefing established to communicate data and as basis for discussion at leadership team and strategically to agree necessary actions
- Suitable challenge provided to schools/settings not engaging
- Suite of guidance documents produced and disseminated to all schools/settings
- Advisory services providing/signposting/devising relevant materials and/or offering training
- Home to school transport team responsive and flexible approach

Background – what we did (contd.)

- Active engagement with families via schools/settings and by Parent Links
- Materials and training provided to parents/carers
- Parent/carer helpline in place
- Education wellbeing team established to support the wellbeing of children and young people
- Proactive action to maintain statutory services and improve performance
- Engagement with the voice of the child and young person through the SEND Youth Forum

Data and Performance - attendance

	May		June		July	
	Red	All	Red	All	Red	All
Special Schools	139	311	244	1010	259	1130
Independent Schools	9	70	19	181	22	174
Early Years Setting	0	1	0	37	0	42
Mainstream Schools	12	63	23	591	11	527
June						
	WC 1-6-20			WC 8-6-20		
*22 school meetings have not taken place this week therefore we are missing the total no of CYP with EHCPs for those settings.	Total EHCP	Total EHCP in	Total EHCP in %	Total Red	Total Red in	Total Red in %
Special Schools	4774	439	9%	302	154	51%
Independent Schools	596	80	13%	72	13	18%
Early Years Settings	73	23	31%	0	0	0
Mainstream Schools	2184	202	9.2%	76	22	29%
	WC 22-6-20			WC 29-6-20		
Special Schools	4774	853	18%	341	228	67%
Independent Schools	596	172	27%	75	19	24%
Early Years Settings	86	37	43%	0	0	0
Mainstream Schools	2482	500	20%	96	38	40%
	WC 13-7-20					
Special Schools	4774	1069	22%	342	240	70%
Independent Schools	596	103	17.2%	53	17	31%
Early Years Settings	91	42	46%	0	0	0
Mainstream Schools	2518	527	20.9%	48	4	8.3%

Data and Performance – outreach support for parents and families

Type	April	May	June	July (to date - 10/07/20)	Total to Date
SEND Parent Contacts via Helpline	155	253	278	119	805
SEND Parents accessing CAT Teams Support Networks	Data not collected	28	207	102	337
Sensory Contact with Families	1165	1757	2570	Awaiting data	5492
Sensory Technology Support	Data not collected	383	271	Awaiting data	654
Early Years Contact with Families	Data not collected	669	887	213	1769
Totals	1320	3090	4213	434	9057

Planning for autumn return

- Clarity regarding expectation of full time return for all pupils communicated
- Support and guidance documents produced for schools
- Key role of schools and approaches being used to support pupils' return
- Ongoing role of LA SEND Link Officers – focus of discussion and engagement
- Approaches where pupils have not returned to full time education
- Role of Home to School transport

Planning for autumn return (Contd.)

- Support and guidance from Advisory Services and Educational Psychology team
- SENCO briefings
- Virtual School role
- Continued focus on pupils' wellbeing
- Support for families – role of Parent Link Officers, guidance materials
- Voice of CYP
- Ongoing attendance monitoring

Impact of Covid-19 on statutory services

- Transformation and recovery - special educational needs administration team.
- Early Help Locality Teams of professionals
- Link professionals allocated
- Parent Link Service established
- Quality assurance framework for EHCPs
- Impact – significantly improved timeliness – 92% in August
- Reduction in mediations

What has gone well

- School led collaboration with local area partners (social care, education and health) with the school risk assessment document developed collaboratively.
- A very high percentage of schools actively engaged with the weekly meetings with their SEND Link Officers and there was a clear escalation process for those not engaging or causing concern.
- The work with the independent schools has been a strength.
- Significant improvement in meeting statutory timescales and the reduction in complaints and mediations.

Challenges ahead

- Staffing capacity –Parental anxiety/nervousness due to health and wellbeing risks.
- BAME community risk.
- Shielding – staff, children, parents and or wider family.
- Transport capacity.
- Special school nursing teams based in school have not yet returned to full capacity.
- School environment/footprint does not permit for all children and young people to be in the setting whilst currents social distancing measures are in place.

COVID 19 and wellbeing in September and going forward

A citywide graduated approach to addressing pupils' wellbeing needs is being developed identifying wellbeing leads from senior leadership teams as well as a practitioner within each school.

In the coming months we will be working within locality school teams to assist with building their capacity to be more effective in their roles.

As part of developing this programme the EPS and BEP will be meeting individually with schools in September to review approaches in supporting the wellbeing of staff and children and young people and to understand what is working and not working and how we can work more closely as a team.

As the specialised teams work more closely together, the establishment of local networks will take place, where issues can be shared and problem-solved and localised training and support provided including the development of a local toolbox of individual support as well as a range of professional development.

The introduction of a Home Bridging Team

The local authority has introduced a new Home Bridging Team to support children and young people who are anxious and phobic.

The skilled workforce has been working closely with children and young people and their families around their anxieties in returning to education and have formed good relationships with schools to support in their transition back to school.

In the summer term, out of 83 children who were home tutored, the team have supported 64 children in gaining a place back in school.

Moving forward in the autumn term the team will be working within localities to establish a local offer of support across the city and at all Key Stages.

Post 16 Providers Learners with EHCPs

The government's new guidance for FE colleges and providers states they should plan for all learners return to a "full, high-quality education" from September.

The plan is that all FE learners, whether young people or adults will be able to return to further education settings in September and experience a full education. The guidance is intended to help colleges and all other further education settings prepare for that.

This will include:

- sixth form colleges
- general further education colleges
- independent training providers
- designated institutions
- adult community learning providers
- special post-16 institutions

Post 16 Providers Learners with EHCPs (Contd.)

From September, the Local Authority will provide each post-16 provider where it has young people with EHC plans placed a lead officer and this will continue throughout the autumn term to support the transition of year 11 learners back into Post-16.

The LA lead officer will undertake a round of 'soft calls' to monitor the return to post-16 settings this will be from September and will be followed up monthly.

For Young People in Care the 14-19+ Plan for Education, Employment and Training will be updated as part of the PEP process.

Updated table to be added in here for scrutiny



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