

# Inclusion and SEND Update

**Education and Children's Social Care  
OSC Meeting – 11 September 2019**

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Clinical Commissioning Group**



# Update Overview

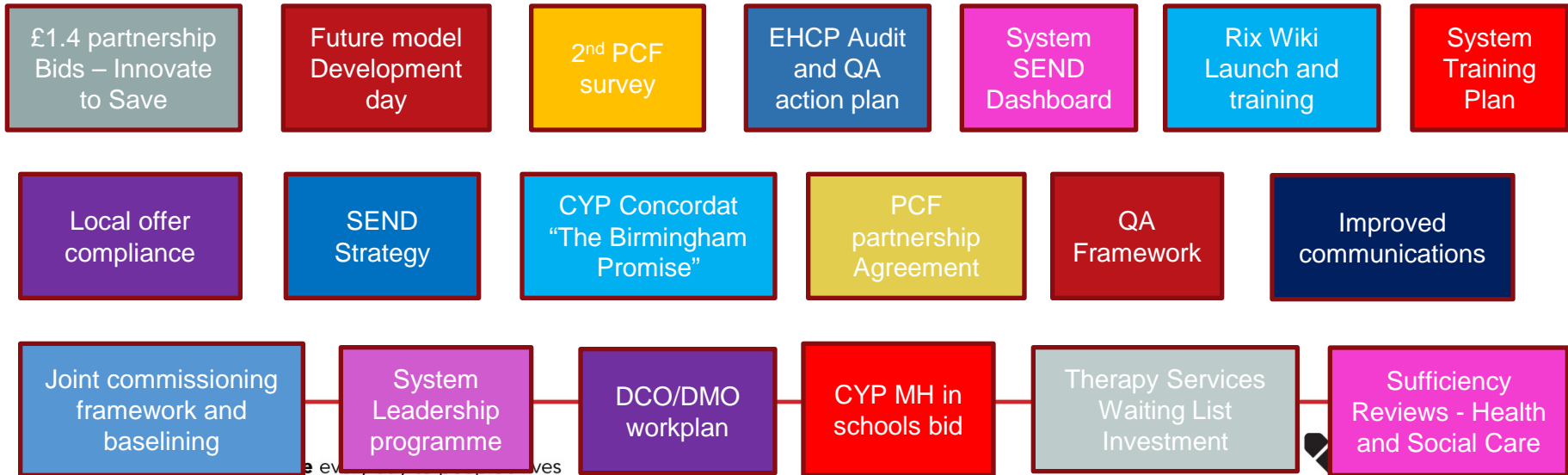
- SEND written Statement of Action update and feedback from the July DfE programme monitoring meeting
- The 'Innovate to Save' SEND Programme
- High Needs Provision – what we have got – is it working?
- Key themes moving forward
- What we will be doing to build locality working
- How we will maximise our existing resources locally

# WSOA Overview - 1 year post inspection

- Key Work streams delivering since December 2018 – Working Together; Journey of the Child; Preparation for Adulthood; Leadership & Investment
- Delivered on the foundation, core elements that were fundamentally broken at time of inspection
- Positive feedback from July visit
- Now entering the transformation stage of the programme, where the bigger catalyst for change and cultural change will be delivered
- Now have traction, increased resources to support delivery
- Improving sharing of our work and seeing green shoots of impact being felt on the ground

# Key progress over Quarter 3 & 4

- Assurance by SEND Improvement Board and PCF
- Significant pace and delivery over this last qtr
- Summary of deliverables



# Key progress over next quarter

- Continuing delivery of key actions in WSOA

Year 9 PFA & Annual  
Reviews Acton Plan

Training  
Implementation

Education  
Sufficiency review  
and strategy

Integrated  
SEND Model

Neurodevelopmental  
services investment

Information  
Governance & Data  
Sharing agreement

Rix Wiki  
Licences Roll  
out

Local Offer  
Improvements

Social Care  
Transitions -  
Proof of Concept

SENAR  
Redesign

Waiting List –  
Therapy Services  
Mobilisation

- Review of SEND Improvement programme governance and planning for Year 2 is underway, to be agreed at SEND Board in September.

# Innovate to Save Programme

27 applications were received and reviewed by a small team of health, social care and educational professionals in July 2019.

The application followed 9 themes:

- Early identification and intervention
- Building capacity across community hubs
- Developing a Birmingham forum for listening to the voice of the child
- Accessibility arrangements for examination
- Reducing exclusion (4 applications)
- Reviewing SEND provision in schools
- Mental health training
- Early Years SENCO training and hub working
- Transition

# Innovate to Save Programme

## Next Steps

- Project leads are coming together in September to share their aspirations and in particular the expected measurable impact of their innovate to save bid. Lead Officers from Health and Education will provide support and guidance and ensure that the projects link with Birmingham Health and Education objectives in particular to build capacity in schools and settings to support the majority of learners with SEND.
- Three review meetings have been set for November, January and March for the individual projects to share progress. The projects will be showcased at a SENCO conference, held in the summer term of 2020.

# High Needs SEND provision

- 18 children and young people are being educated in out of city residential provision;
- 301 children and young people aged 2-19 are being educated in independent specialist provision;
- 230 young people aged 19-25 are being educated in independent provision;
- 4,300 children and young people are being educated in 27 BCC special schools
- 600 children are educated in resource bases across the city



# Understanding what's working

- 293 appeals were lodged during the academic year 2018/19 compared to 265 in 2017/18. Of the appeals that went to tribunal 81% were found in the favour of the parent.
- The dispute resolution service worked with 96 families in 2018/19 costing 87K and since April this year 41 cases costing 38k have already accessed the service.
- 68 letters of complaint (I-case) were received during the period 2018/19 compared to 9 the previous academic year. An additional 73 letters of complaint were received in relation to SEND home to school transport compared to 5 the previous year.
- 138 yellow letters were written in 2018/19 compared to 35 in 2017/18.
- 9 complaints to the Ombudsman have been received this academic year.
- 1494 requests for statutory assessment were received for the academic year 2018/19 with 70% meeting the deadline. This was an increase of assessments of 189 (1305 received) in 2017/18.

## Key Themes Moving Forward

### Birmingham City Council and NHS Birmingham and Solihull



# What we need to do next

- Build capacity in our mainstream schools to ensure staff have the confidence, expertise and access to specialist support.
- Maximise the use of resources at the appropriate levels (both school and within the locality) ensuring the appropriate range of specialised services are in place with built in flexibility to meet the changing needs of the school population;
- Ensure that processes are in place to help our schools services and the authority as a whole evaluate the effectiveness of the provision and ensure that young people with special educational needs and disability achieve the best possible outcomes;
- Develop integrated working with a range of stakeholders including parents/carers, children and young people, health, education, social care as well as the voluntary sector.

# The rationale

- Higher achievement among pupils who have special educational needs and disabilities.
- Fewer pupils in segregated provision – greater inclusion in the local community.
- Less pressure on high cost provision.
- Better use of resources (including lower home to school transport costs).
- Increased confidence in mainstream schools.
- A more highly trained workforce
- Parents, pupils and school staff have better access to information and support.
- Better informed/evidenced developments

# Building SEND locality capacity in Birmingham

As well as developing integrated locality working that is easily accessible and adapts to local changing needs. The work underway includes:

- developing a local specialised workforce that is able to support schools in meeting the needs of all its learners
- putting in place locally based family support officers that provide early support and help for parents/carers and help resolve concerns/issues early
- Ensuring early and accurate identification of need that will provide integrated wrap around response and strengthens transition into school

## What is TAPPAS?

The Team Around the Pupil Parent and Setting – TAPPAS is a group of professionals that support schools and families to meet the needs of children and young people with SEND and maximise their potential. The team includes an educational psychologists, family support workers, specialist teachers, speech & language therapists, an occupational therapist, nursing and primary mental health workers. These professionals work directly with schools and families providing practical help and support.

The team of professionals will work with schools and families to develop their skills and encourage the use of a wide range of resources. 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 able to provide the right environment to do this. The teams are also there to identify young people who may require short term access to more specialist support as well as those whose needs require a more intense, long term programme of support, through a package of specialist provision.

### Key Principles of TAPPAS:

- Supporting the early identification of pupils with SEND, the implementation of interventions and tracking of progress in response to those programmes;
- Working in partnership with schools and families to identify professional development needs of staff and to support clusters of schools in implementing an appropriately tailored programme;
- Working in partnership with families to help them in supporting their child's needs within the home.
- Working with young people to help them to maximise their potential and realise their aspirations.

There are three types of meetings held termly either in a school or across a cluster of schools;

- Cluster wide forums for schools
- Cluster wide forums for families
- Drop in advice for young people aged 14+

### Consultation and Planning Forum

The consultation and planning meetings are key to raising aspirations and educational achievement for all pupils, including those with SEND. The meetings provide the opportunity to identify areas where the school are stuck and require additional support to ensure the needs of the children and young people are met.

In addition, an annual meeting is held with the cluster head teachers and the inclusion service senior management team to discuss common themes emerging and to review the TAPPAS team to ensure it remains fit for purpose and where identified, to realign to meet the changing needs of SEND across the cluster of schools.

### Cluster wide forums for families

The Team around the Pupil Parent and Setting meets with families in each cluster of schools on a termly basis. The team of professionals:

- provides a network for parents, facilitating peer to peer support;
- facilitates consultations from the local team of Educational Psychologists, health professionals, Advisory Teachers and Parent Support workers;
- Provides parents with advice, support and coaching from specialists and professionals;
- considers common themes arising from schools and families to support ongoing early help;

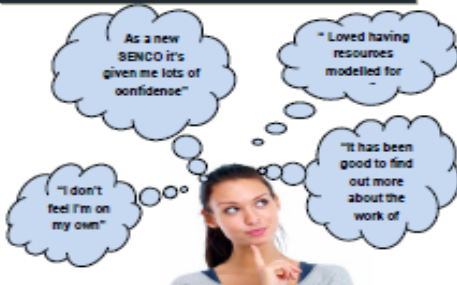
### Cluster wide forums for schools

The cluster wide forums 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.

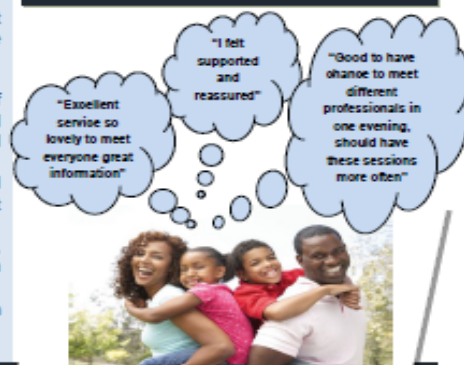
Listed below are some of the activities that take place through the cluster wide forums:

- 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

## What are the benefits for SENCOs?



## What are the benefits for families?



## Vision

**TAPPAS is built upon Birmingham's model for integrated working to meet the needs of all children and young people**

# Building self-sufficiency in Birmingham

## Reviewing and re-aligning specialist support and provision

In order to maximise the use of our specialist resources in Birmingham, to ensure we have the right resources, in the right place, at the right time we are:

- reviewing the existing range of special schools and resource bases in Primary and Secondary mainstream schools to ensure that they remain 'fit for purpose'.
- working with mainstream and special school heads, the review will enable the Local Authority to pull together a detailed report outlining current and future specialist provision in relation to the needs of children and young people who have complex learning needs.
- the report will have a focus on specifying specialist provision in relation to localities.
- working towards closer alignment between specialist support services provision and locality working across clusters schools.
- the work undertaken will form the basis of a draft sufficiency plan in relation to how we move forward in the future.



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