SOUTHEND INCLUSION REVIEW

SCHOOL'S SURVEY RESULTS

Southend Task & Finish Advisory Group
Friday 2nd December 2022

Sarah Greaves - Inclusion Review Lead

The Response

- **97.0%** of Infant, Junior and Primary Schools responded. This equates to 32 out of 33 schools.

- **92.0 %** of Secondary Schools responded. This equates to 11 out of 12 schools.

- **100%** of Special Schools responded. This equates to 5 out of 5 schools.

- **100%** of Alternative Provision Schools responded. This equates to 2 out of 2 schools.

- **96.0%** of schools in Southend-on-Sea completed the survey. This equates to 50 out of 52 schools (There are 53 schools in Southend - Bournes Green Infant and Junior School submitted one response)

Primary Schools ONLY (Q1)

Primary schools only:

The autumn term SOPHA meeting focussed on the current challenges primary school headteacher's face regarding inclusion and SEND in Southend. Themes identified at the meeting as to how this funding could be allocated are:

1. Further enhancing the additional funding available at Inclusion Panel to support pupils at the time when it is most needed
2. Implementing an effective train the trainer model in specialist inclusion and SEND areas for school staff.
3. Commission further alternative provision or specialist bases

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Responses in detail

- **32** out of 33 Primary Schools responded

- **22** Primary Schools agreed with the SOPHA statement and therefore chose not to complete the survey

- **10** Primary Schools agreed there are other areas or gaps that should be explored further and chose to complete the survey

- **28** schools, including the 10 Primary Schools above completed the whole survey

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The Findings: Question 2 (individual school responses)

What is **unique** about the particular approach in your school that promotes inclusion, and allows all children to access high quality education alongside their peers?

Emerging themes in order of priority (rated on the number of times each area was referenced in the answers)

| 10 – 5 times	5 – 3 times	3 times or below
1. Pastoral support and therapeutic offer (10) 2. Bespoke curriculum for individuals with SEND (5) 3. Specialist base in schools (ASD & Nurture) (5)	1. Effective transitions 2. Quality First Teaching 3. Inclusion training for staff 4. Group interventions (early identification and intervention) 5. Enrichment opportunities 6. Building relationships	1. Set of shared principles for inclusion 2. Safe learning environment 3. Use additional funding for group interventions

Question 3

Across Southend, how effective is the **graduated approach** in meeting the right support, at the right place, and at the right time?

Scale 1 – 5: Very effective to ineffective (1 = very effective 5 = ineffective)
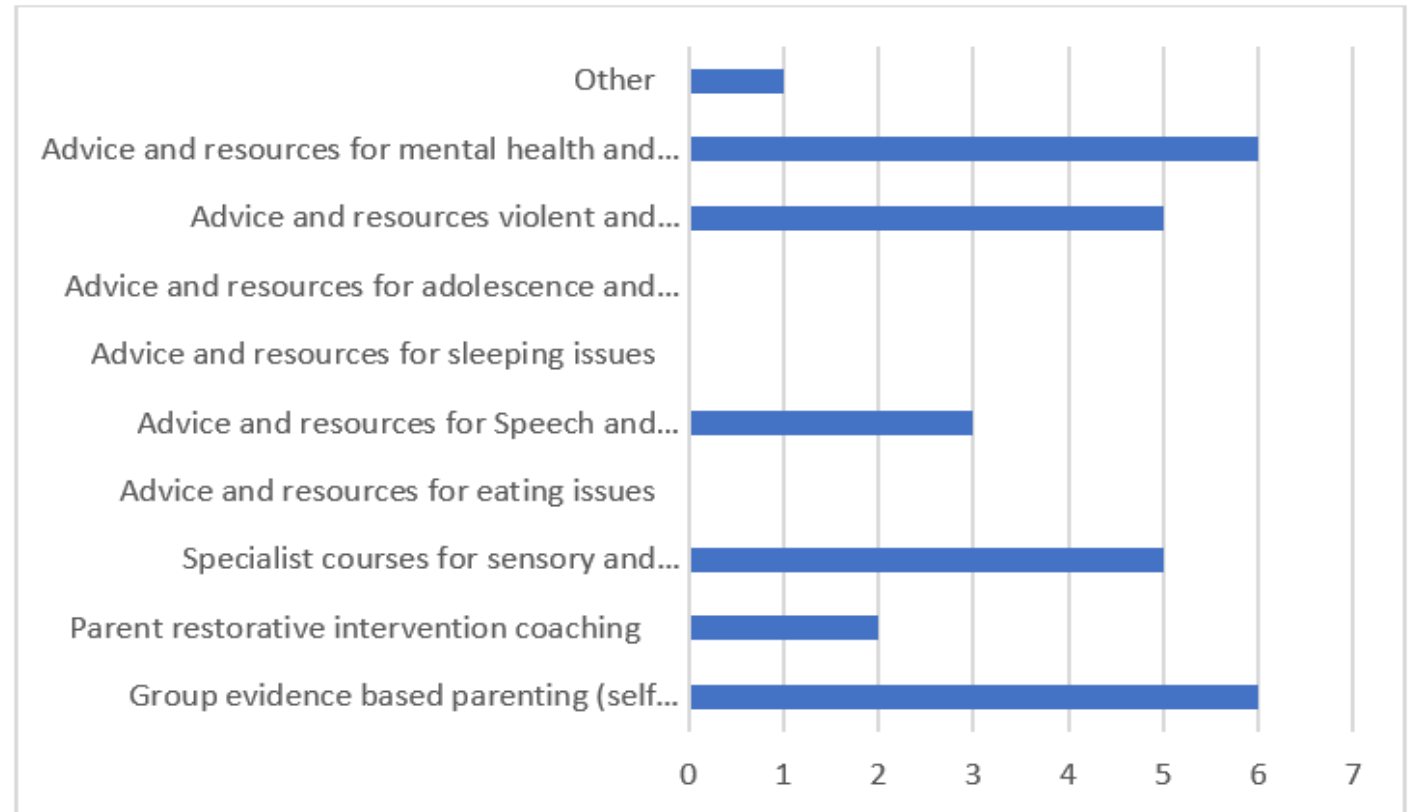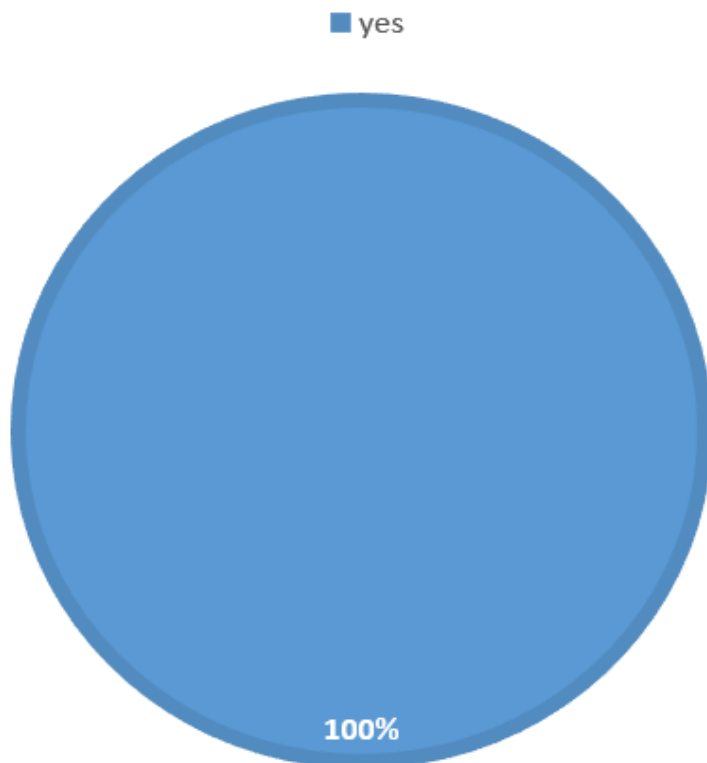

5 = 2
4 = 5
**3 = 15**
2 = 6
1 = 0
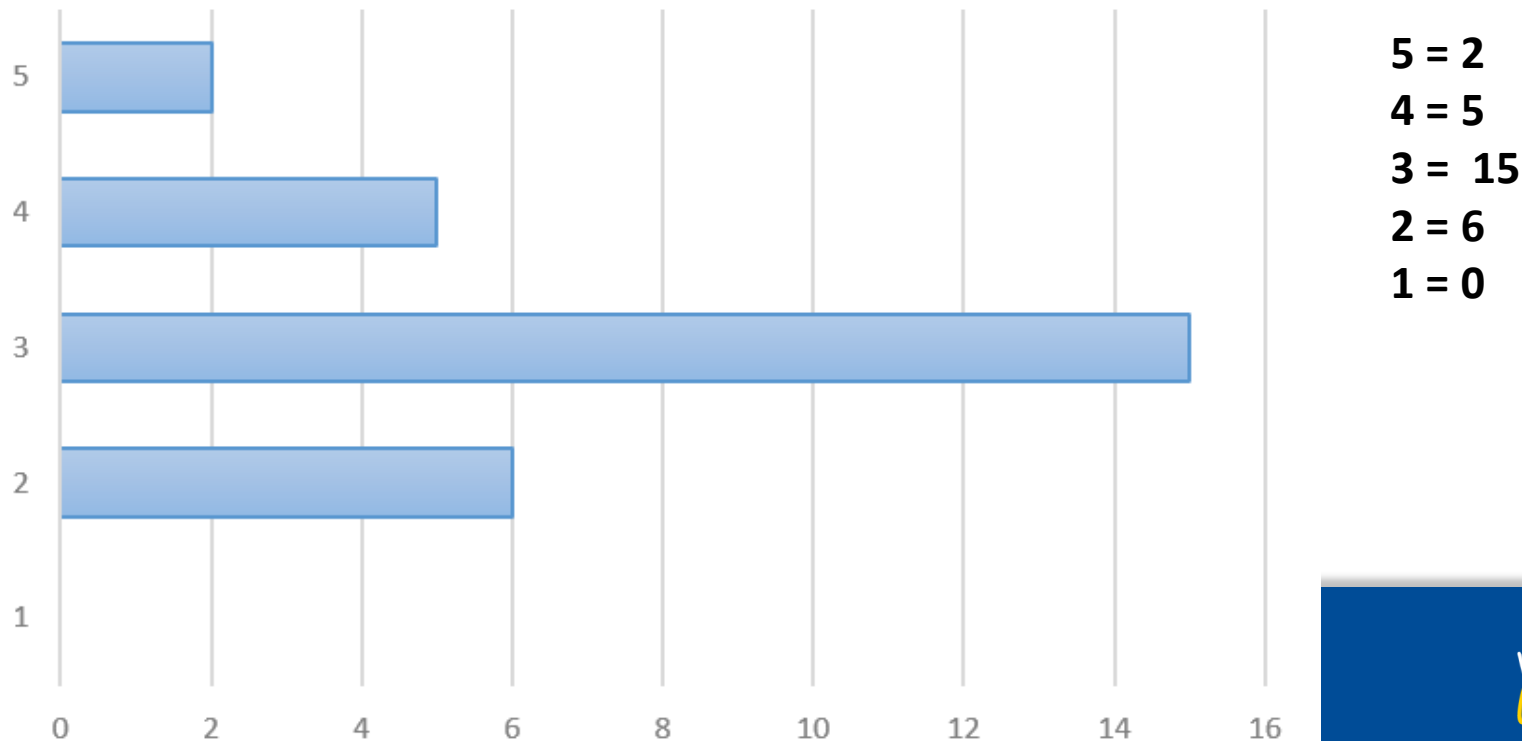
Question 4 & 5

Do we need to invest in **increasing either existing or new specialist services**, to work with children, families, and schools to better support and educate all pupils alongside their peers **(services working directly with children)**?
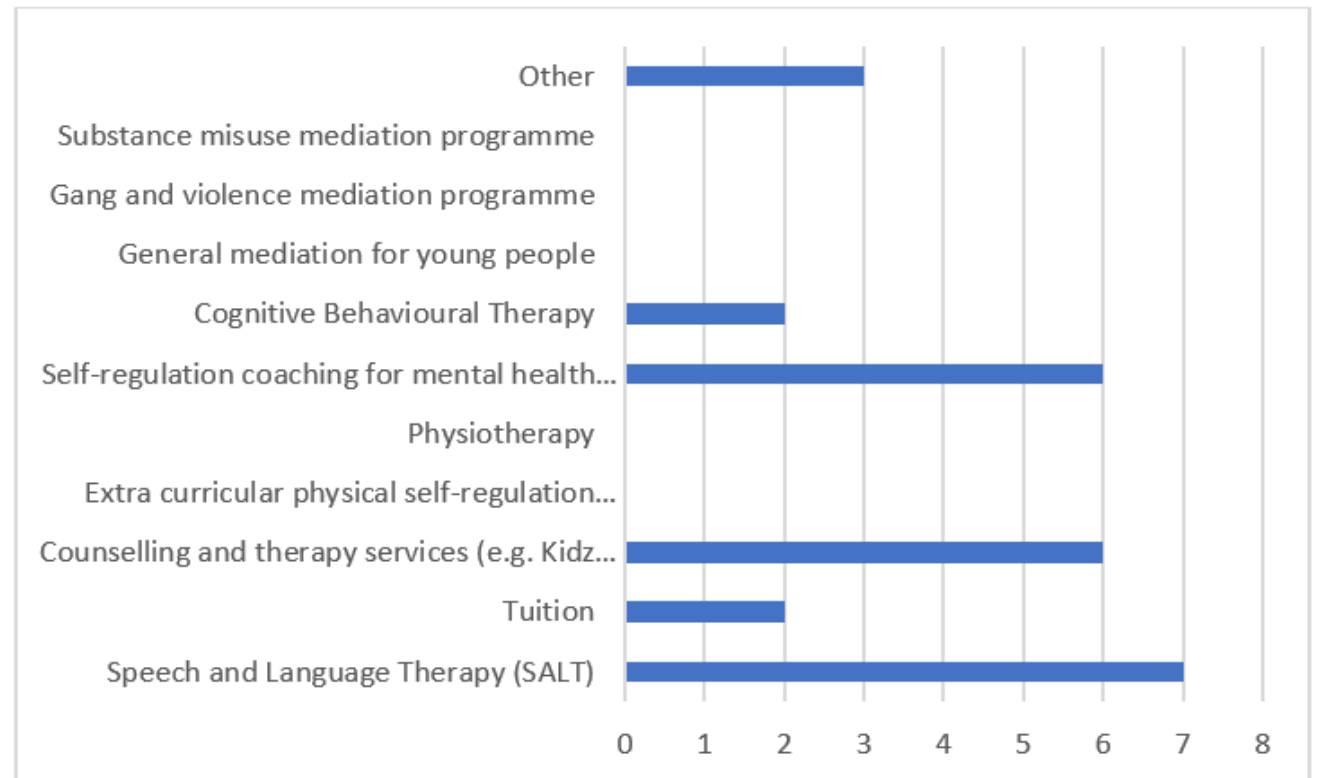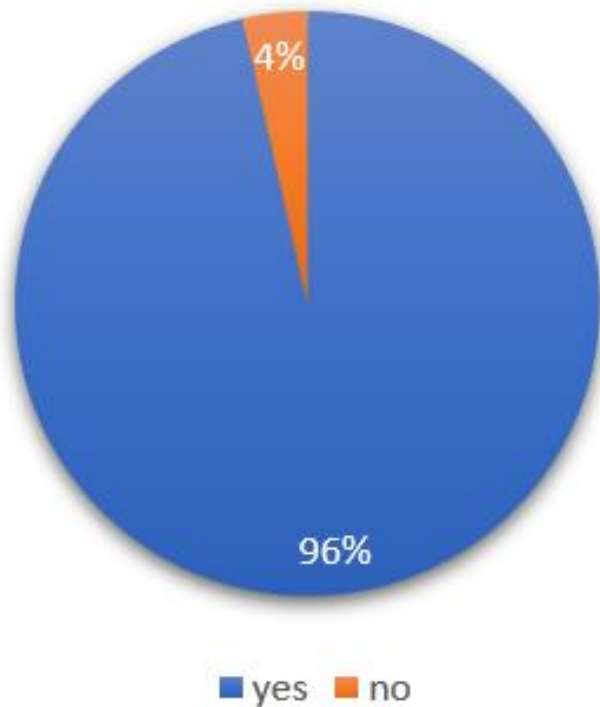
Question 6 & 7

Do we need to invest in **increasing either existing or new specialist services**, to work with children, families, and schools to better support and educate all pupils alongside their peers (**services working directly with families**)?

Do we need to invest in **increasing either existing or new specialist services**, to work with children, families, and schools to better support and educate all pupils alongside their peers **(services working directly with schools)**?
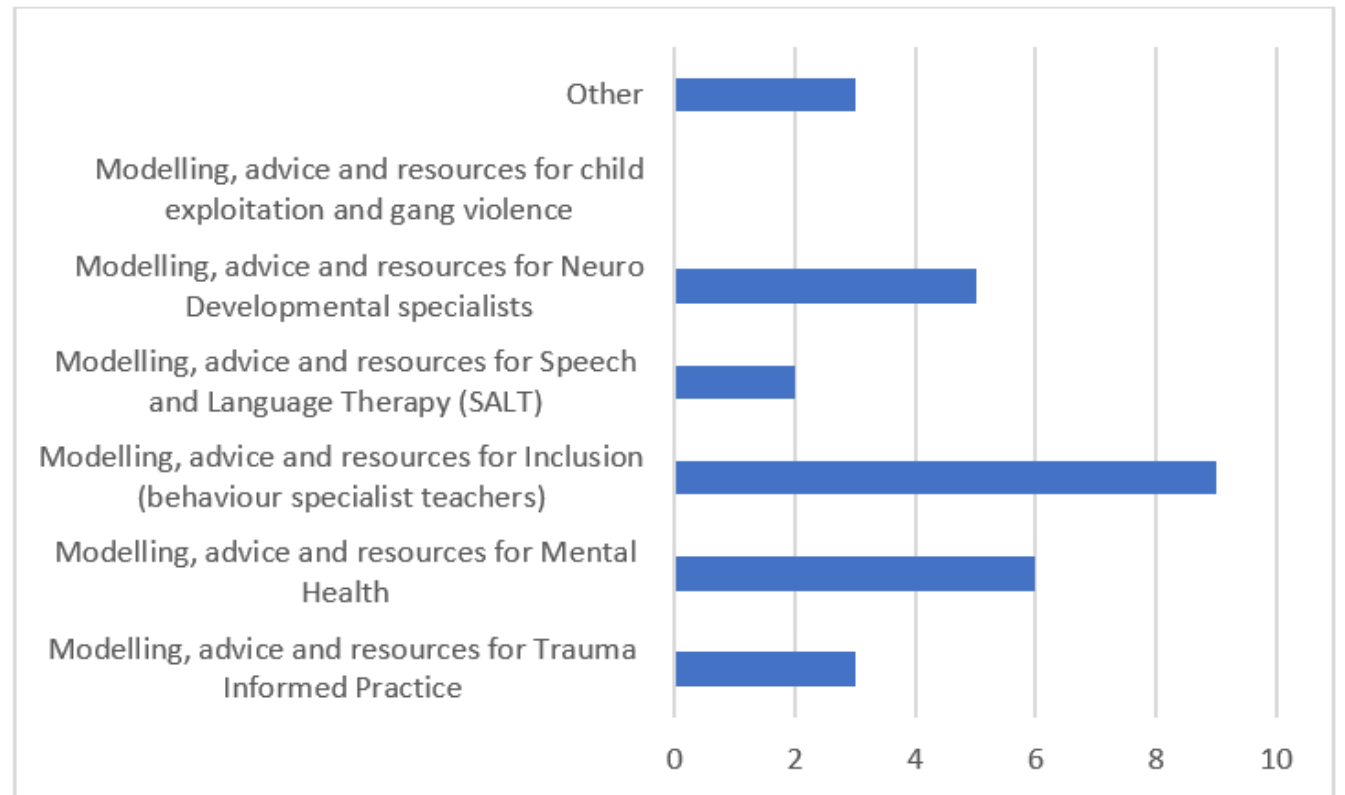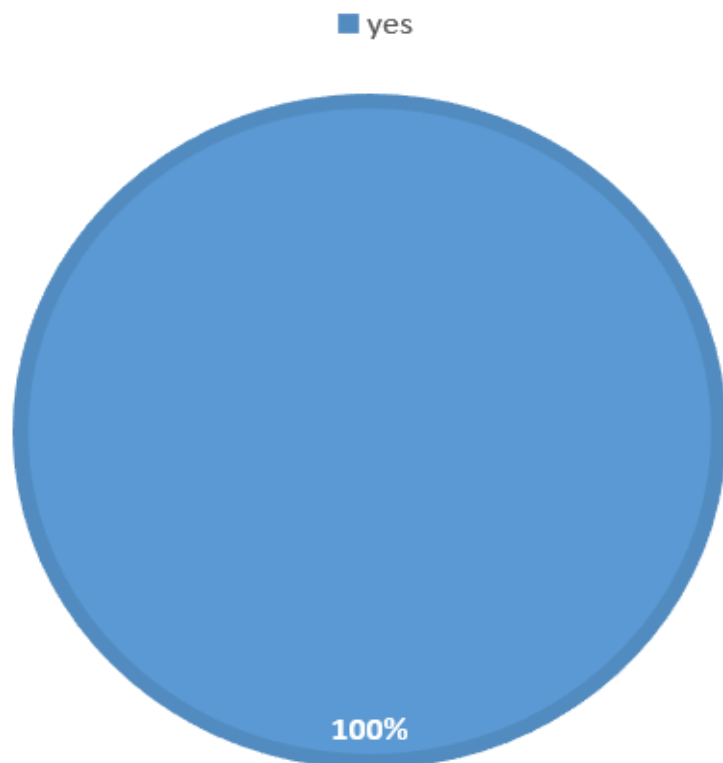
Question 10

Do we need to **invest in increasing existing alternative provisions and/or create new alternative provisions** (such as new alternative resource bases or new Alternative Provision Free Schools)?
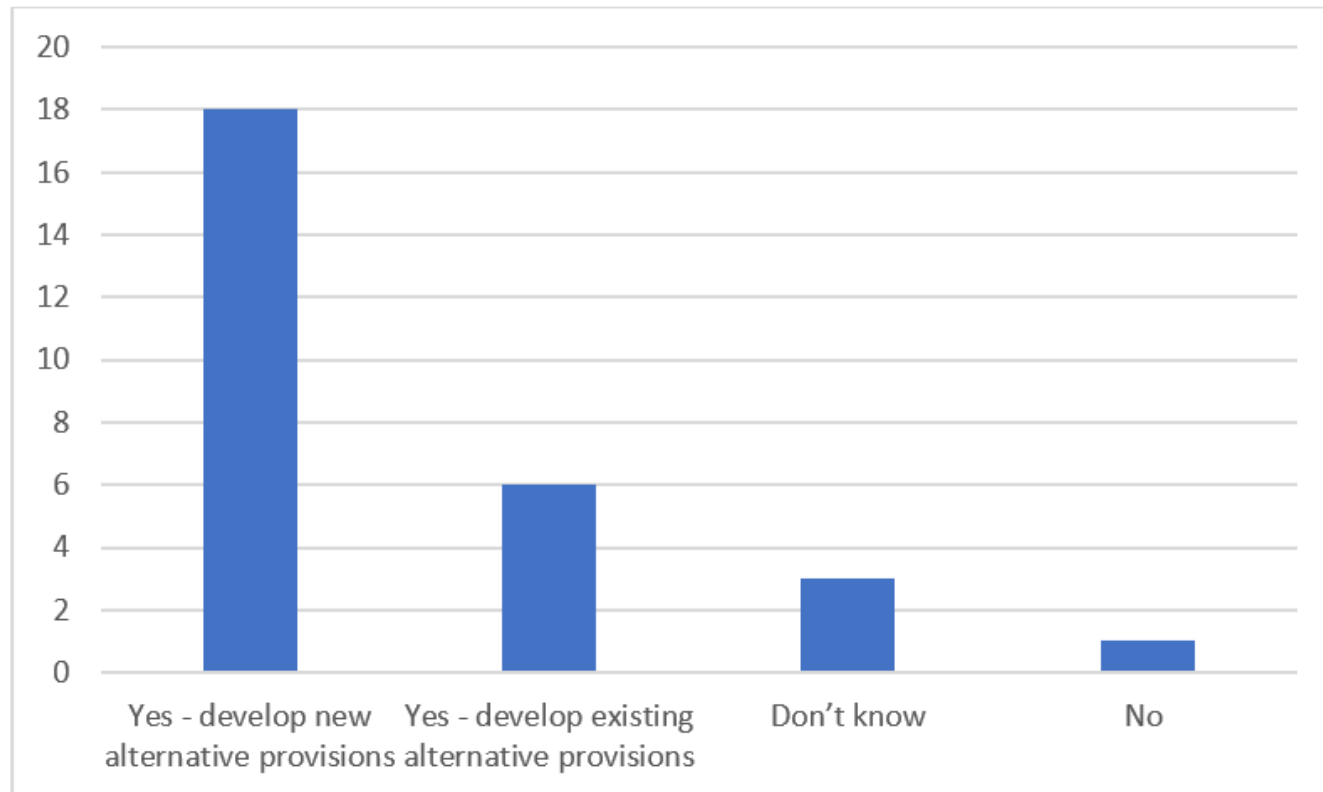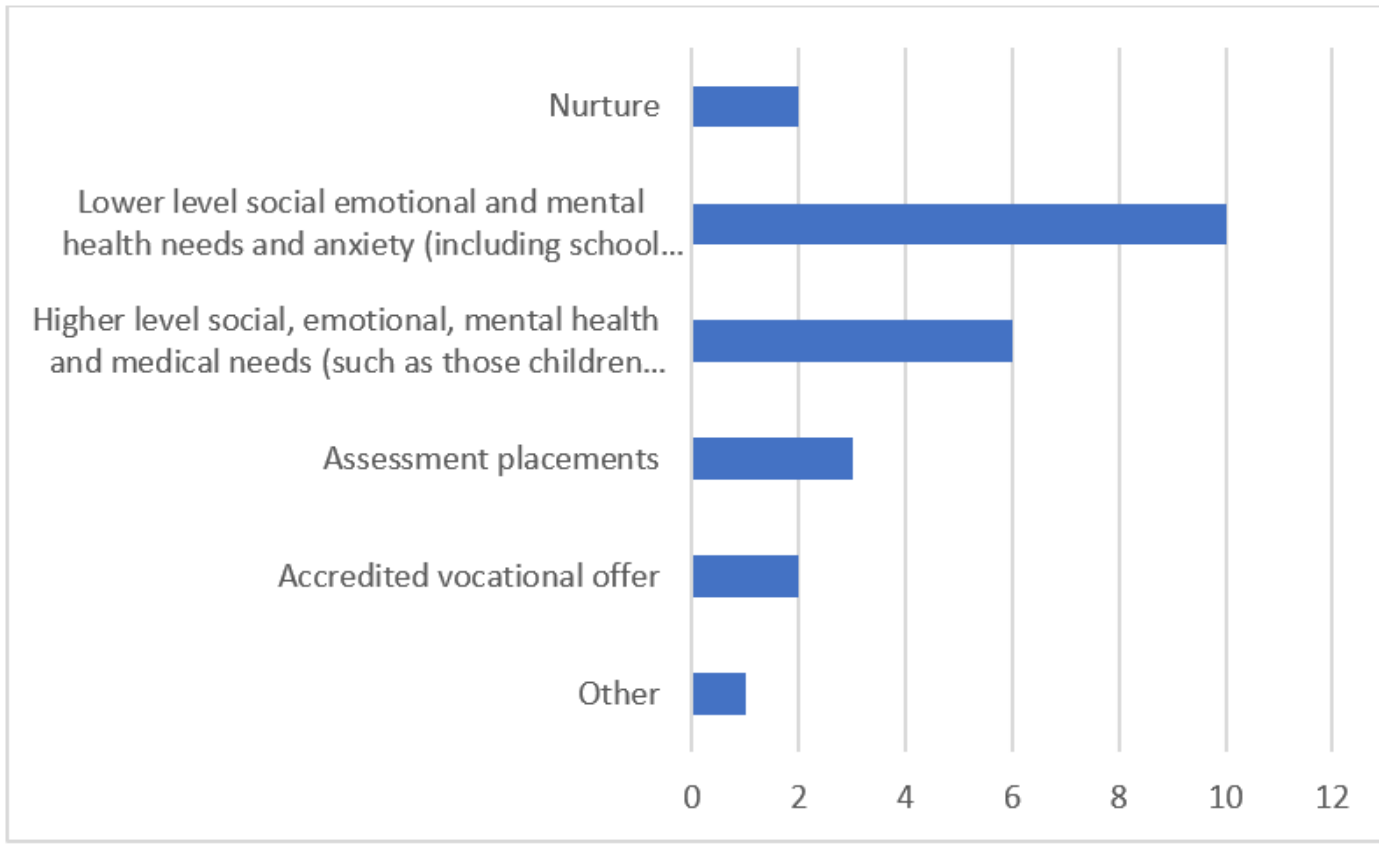

18 = New
6 = Existing
3 = Don't know
1 = No

Question 11

What should be the focus of the alternative provision?
Note: only schools who selected 'Yes' answered this question (24 new and existing).
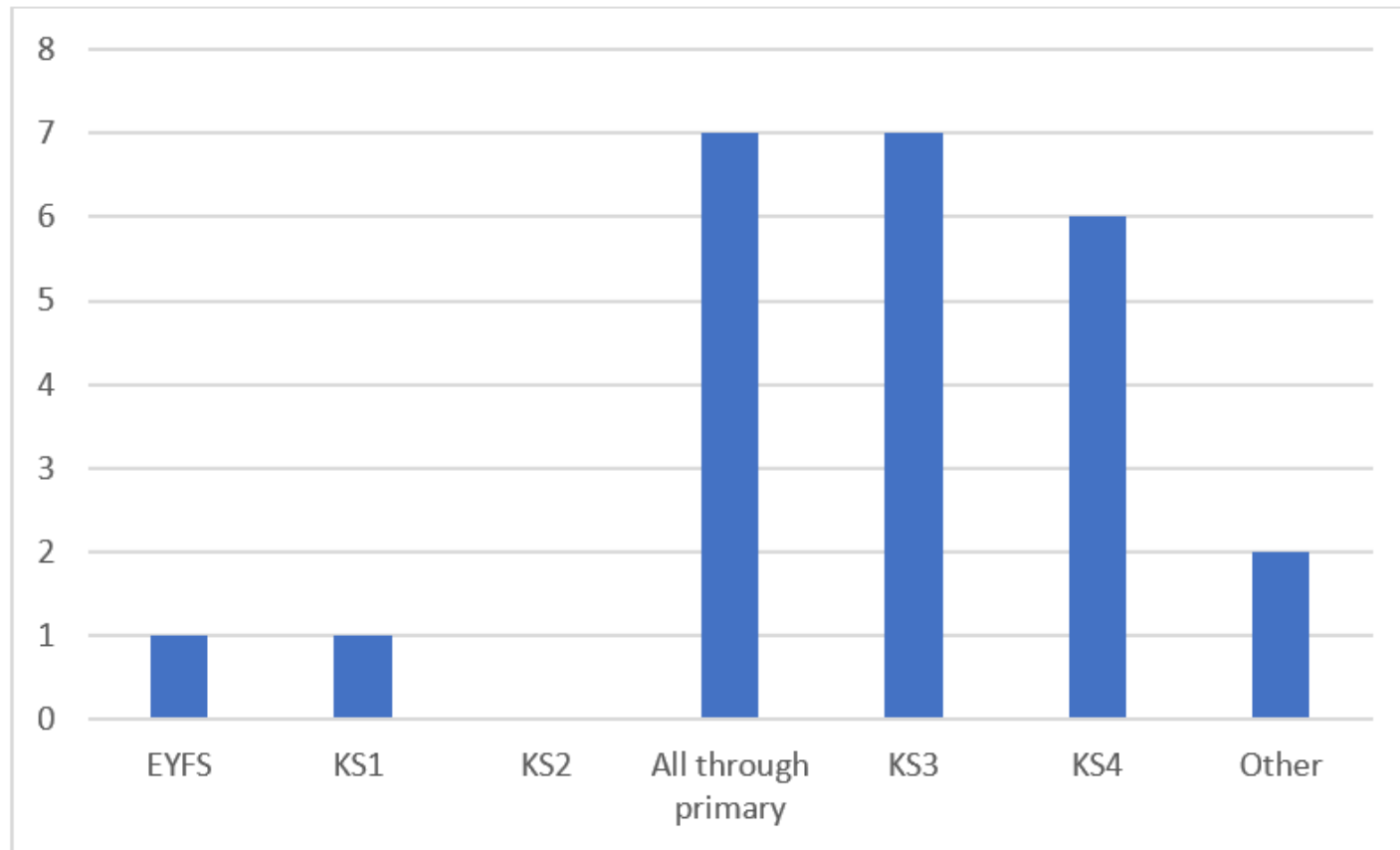

10 = SEMH & Anxiety
6 = SEMH & Medical
3 = Assessment
2 = Nurture

Question 12

Age range

7 = All through Primary
7 = KS3
6 = KS4
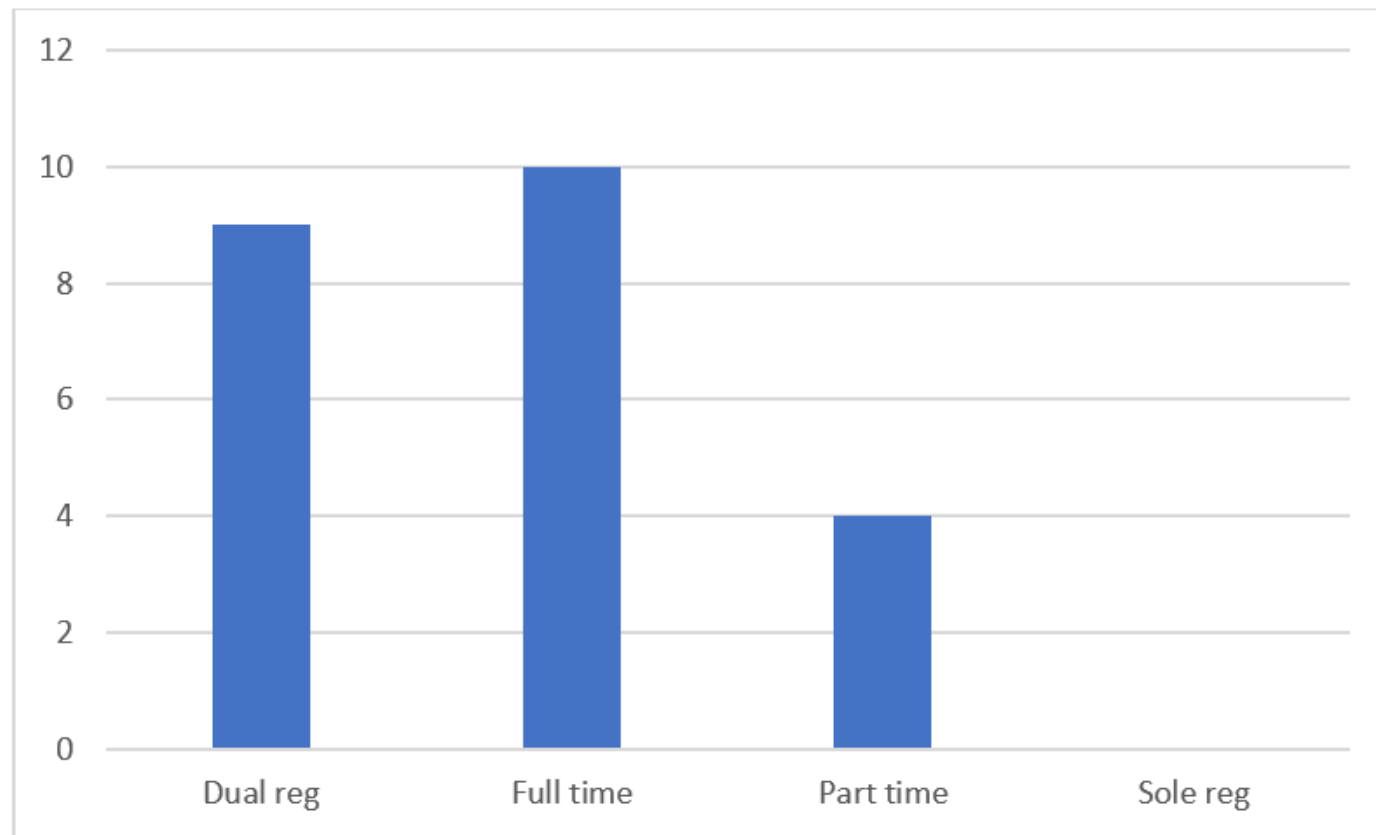**1 = EYFS**
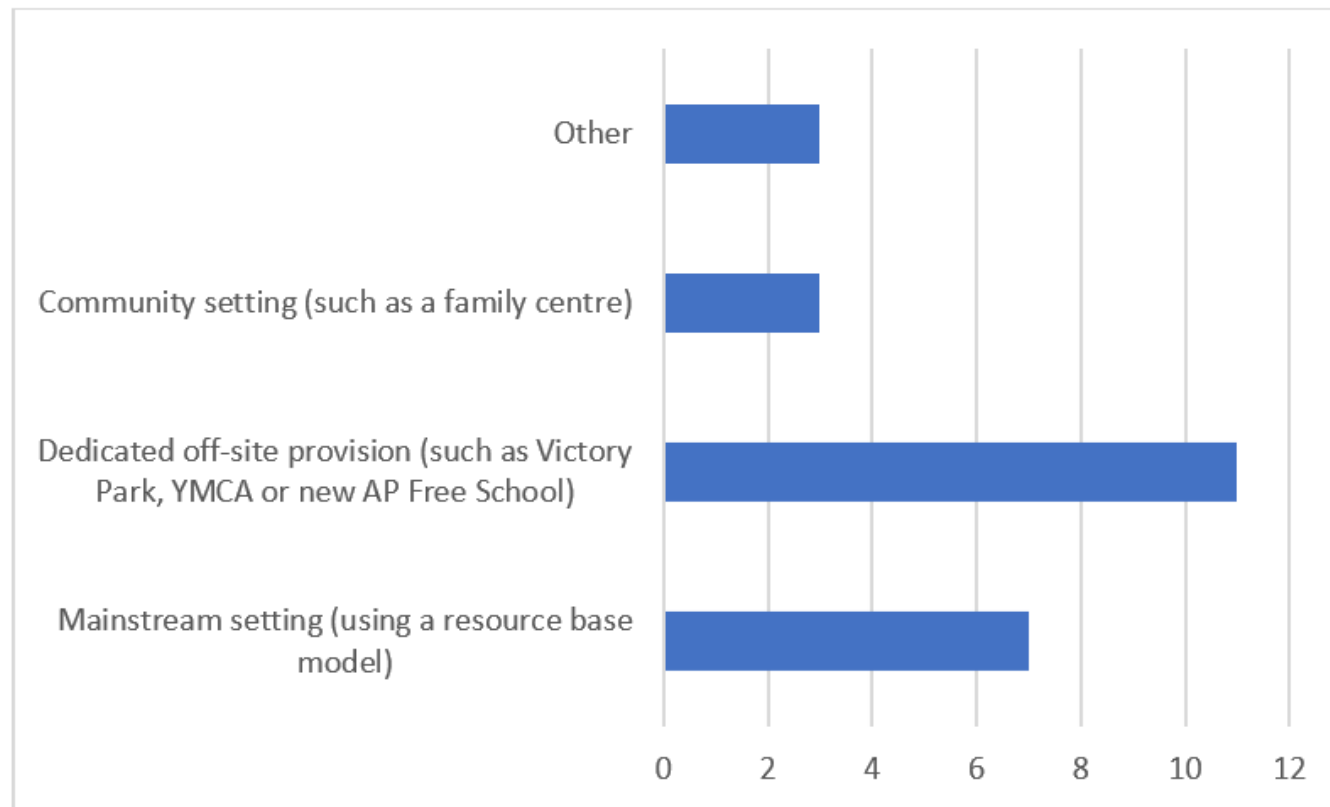**1 = KS1**

Question 13

Type

10 = Full time
9 = Dual registered
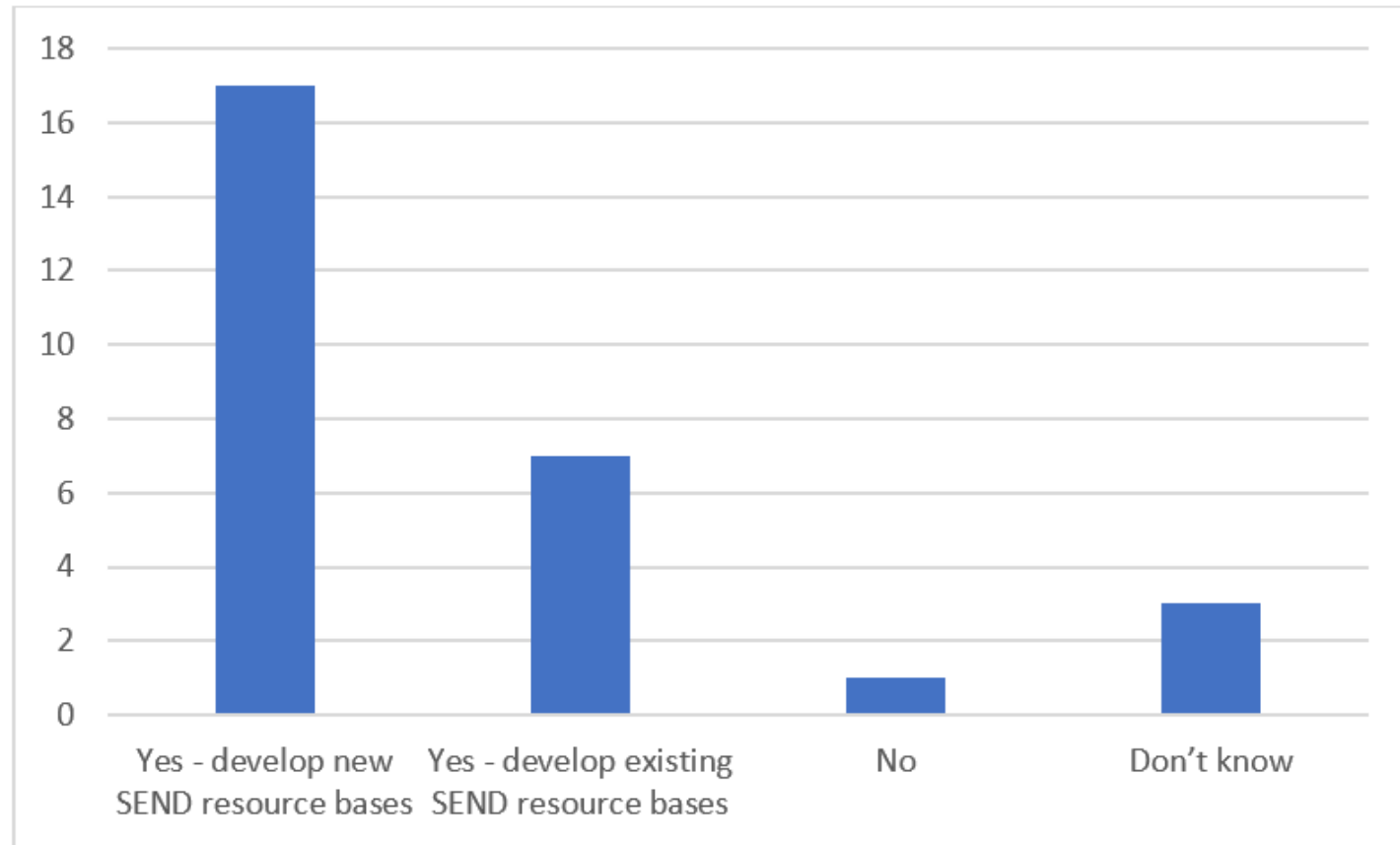4 = Part time

Question 14

Where should be provision be based?

11 = Dedicated off-site
7 = Mainstream (resource base)
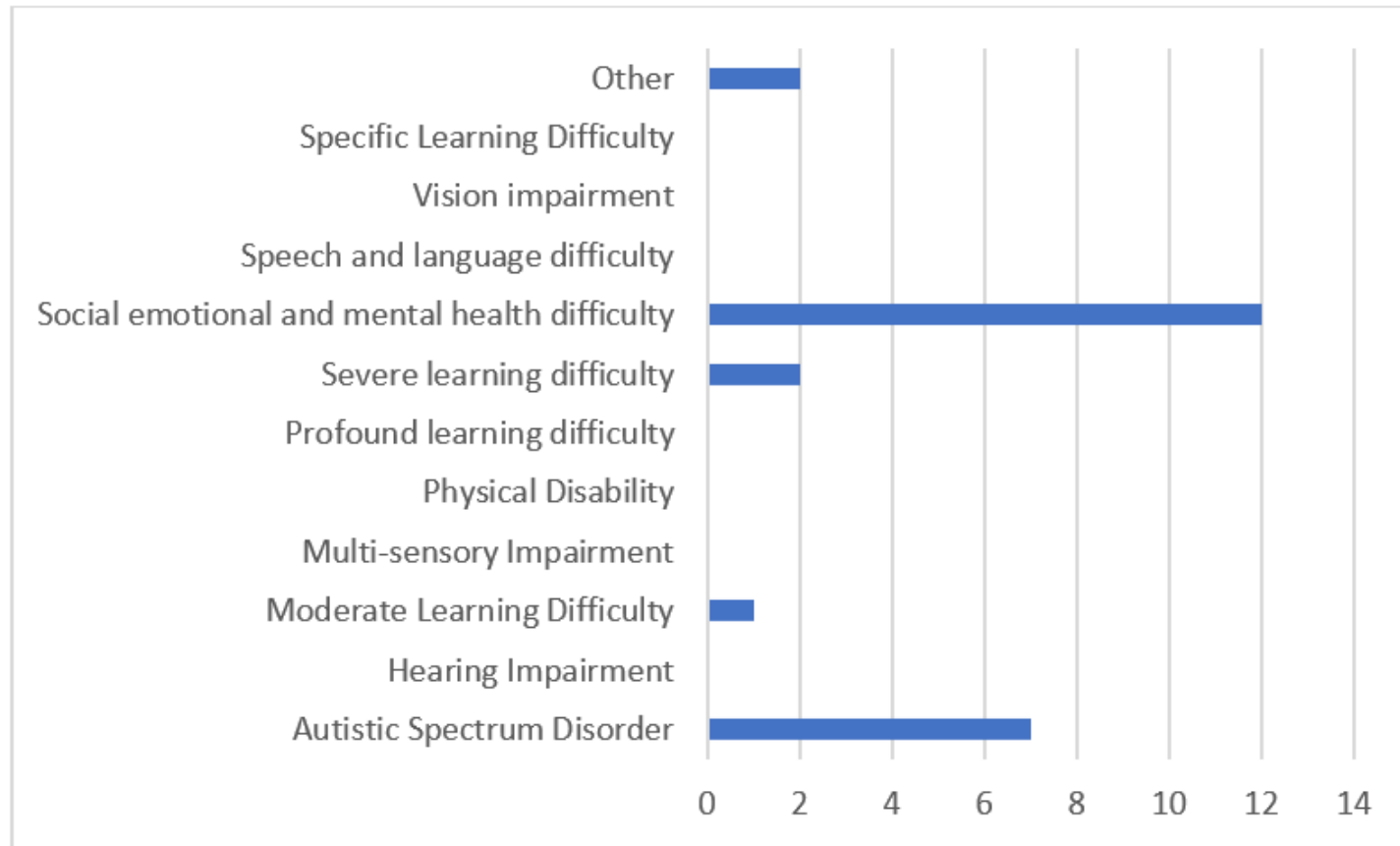**3 = Community setting**

Question 15

Do we need to invest in increasing either existing or new specialist SEND base provision?

17 = Develop new
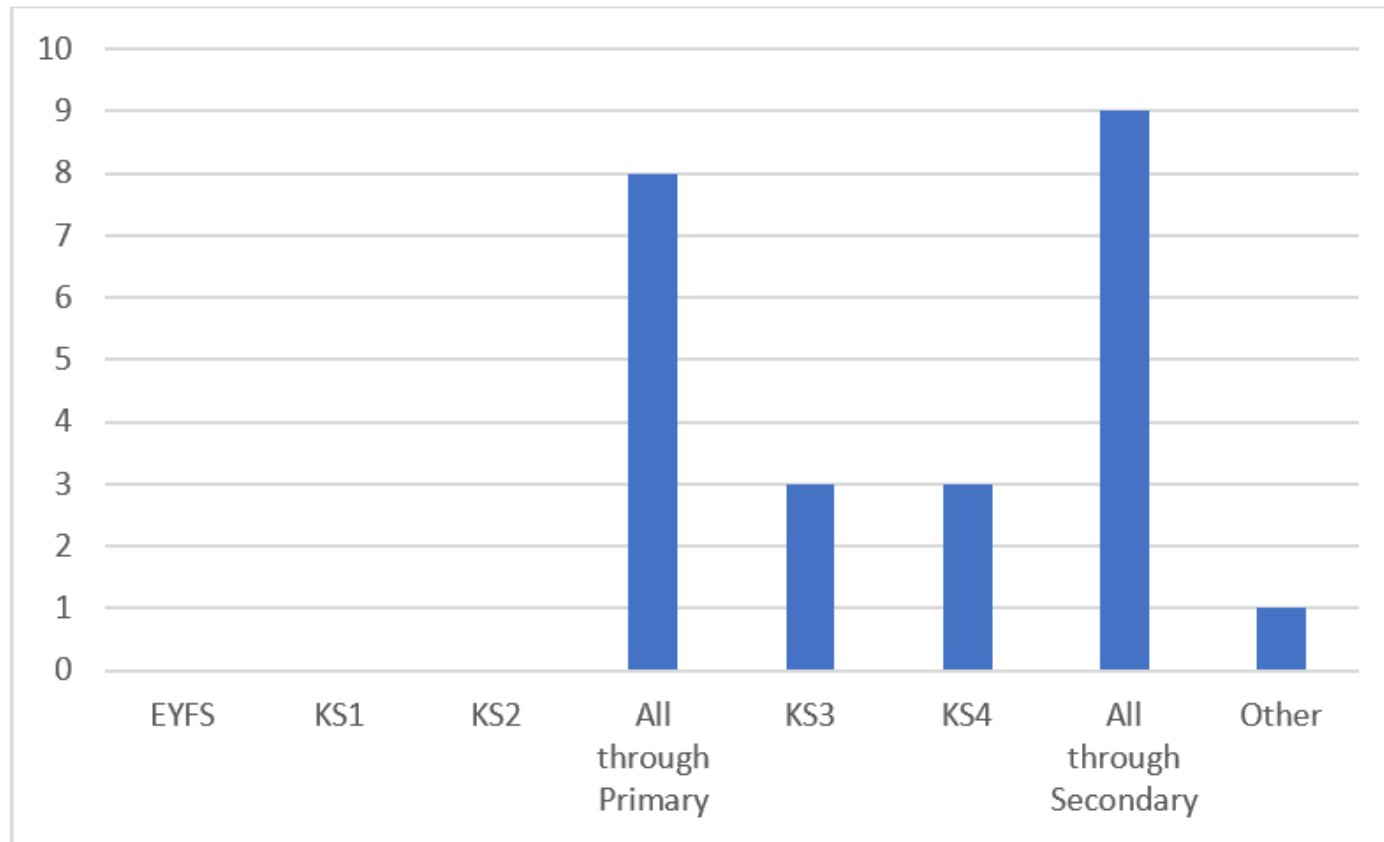**7 = Develop existing**
3 = Don't know
1 = No

Question 16

Profile of Need. Note: only schools who selected 'Yes' answered this question (24).
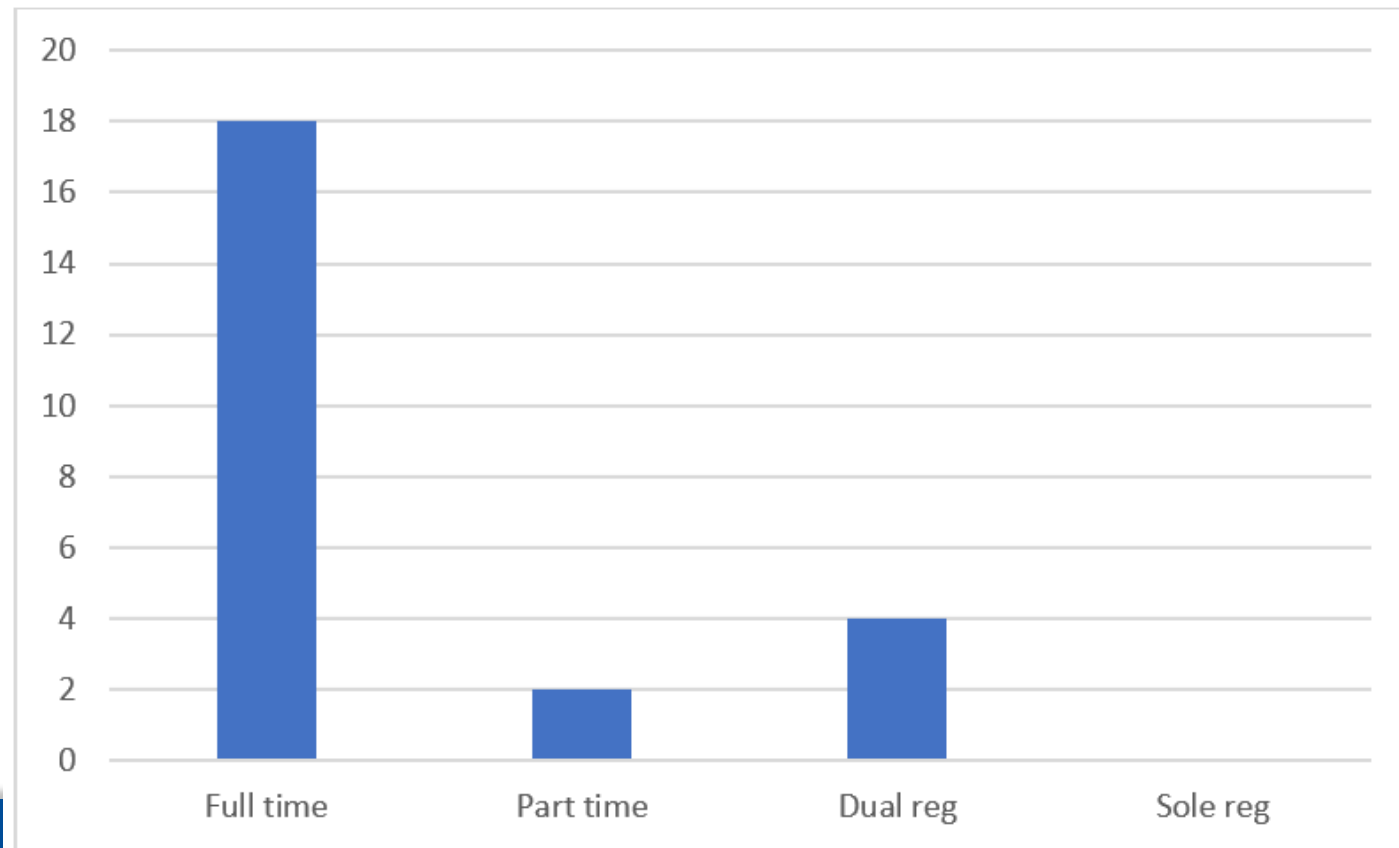

12 = SEMH
7 = ASD
3 = SLD

Question 17

Age range

Question 18

Type

Question 19

Should the specialist SEND provision be for children under SEN Support or those with an EHCP?
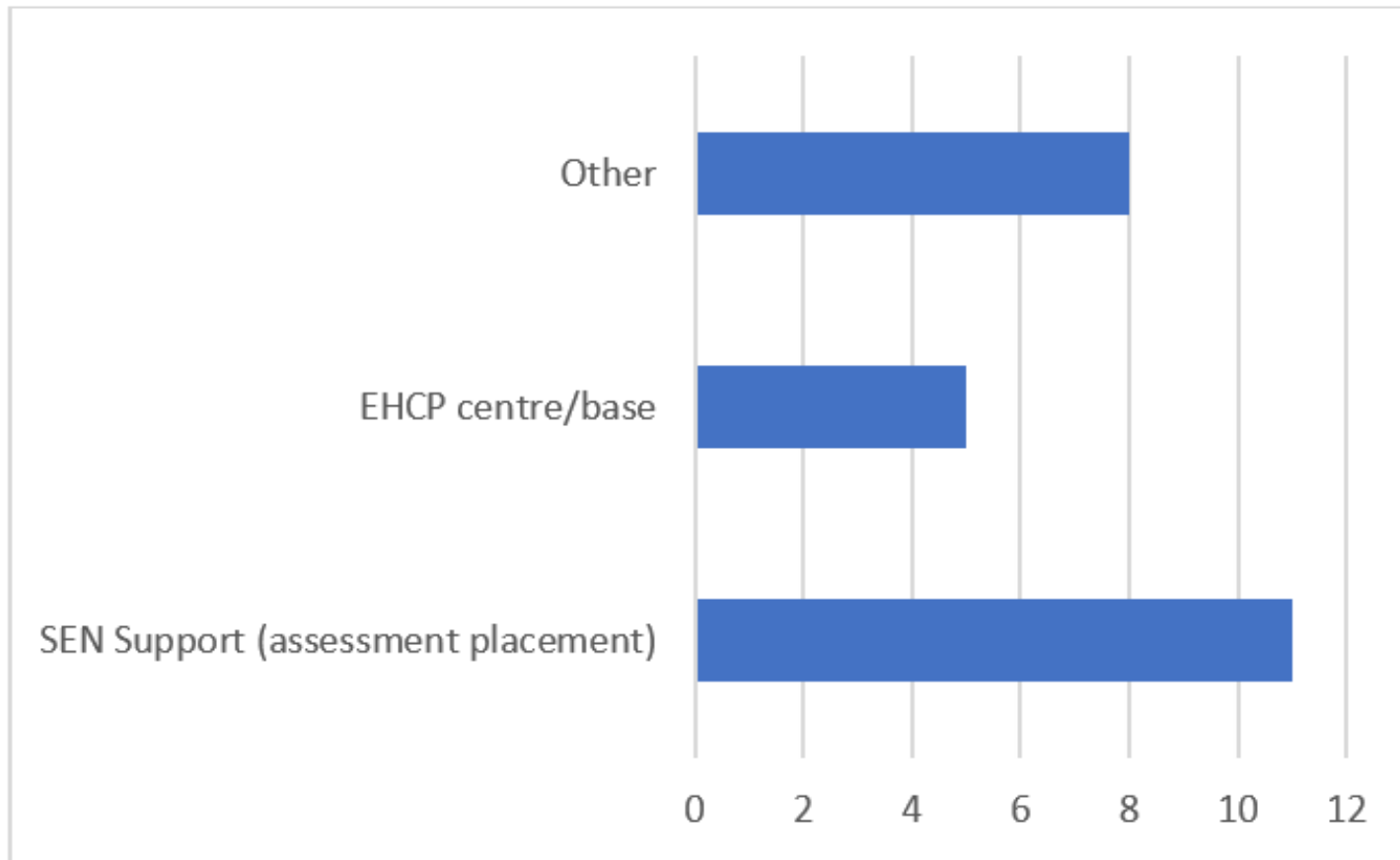
Question 20 & 21

Do we need to invest in specialist training for schools, with a commissioned trainer to deliver on a 'train the trainer model' across Southend to existing LA staff and/or SENCO's, to enable wider training to all school staff?

Note: 2 schools said 'No' therefore haven't contributed to this question.
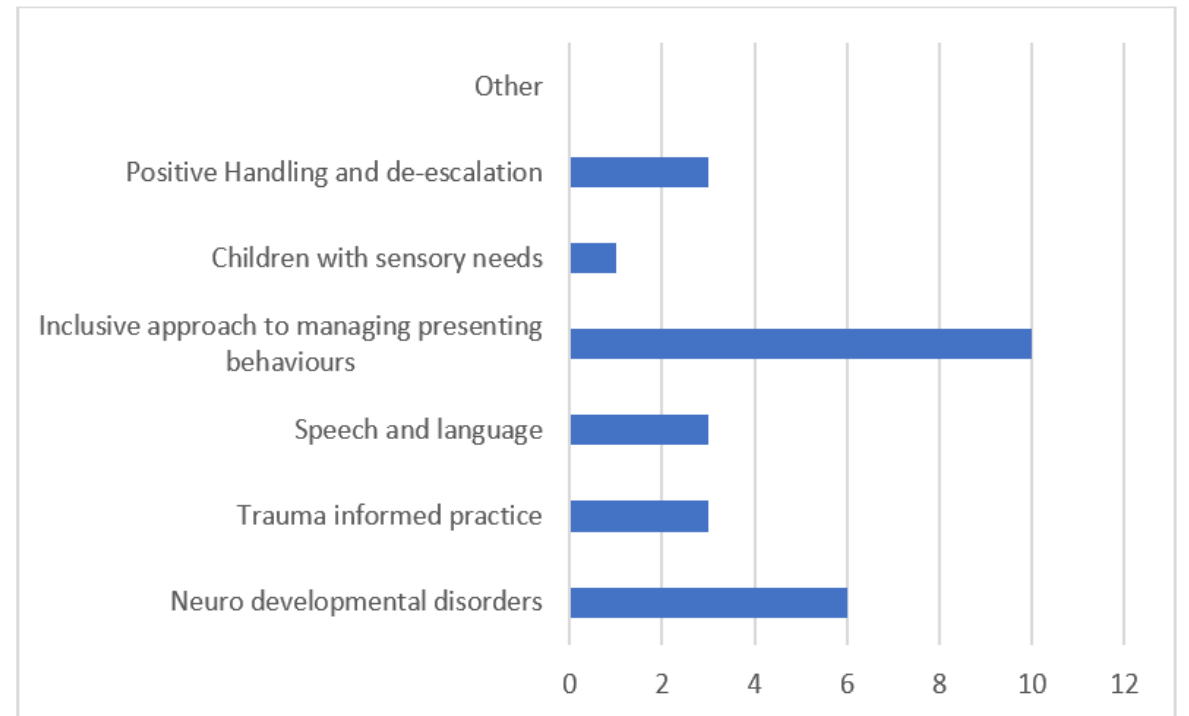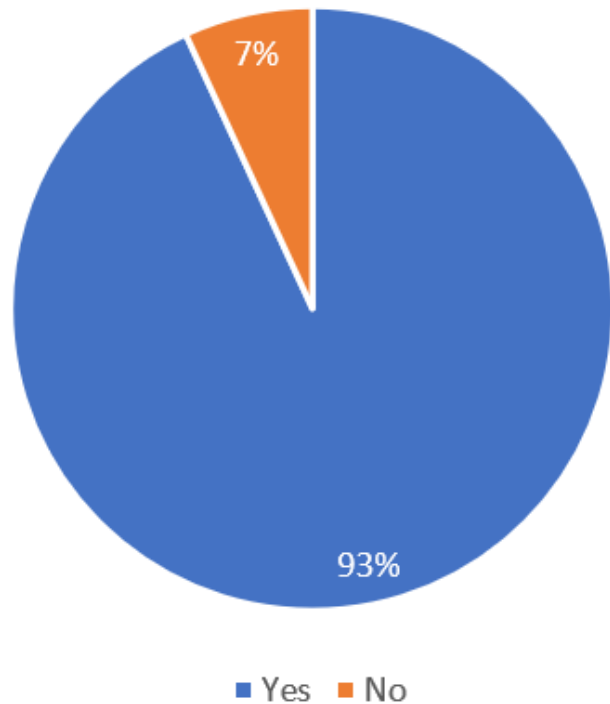
Question 22

How would like training to be delivered?

Types of models	No
Face to face	13
Modelling	9
Train the trainer	5
Training Centre	5
Education Psychology Service	1

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Question 23

Are there any other **gaps** have you experienced that have not been covered in the questions above?

3 times or above	2 times or below
1. School led additional funding (bidding/application process) 'set up costs' 2. Less paperwork heavy process for applications and assessments 3. Low level mental health support due to poor attendance and high exclusions	1. SEND teacher training for ECTs 2. Provision map of AP available across the LA 3. Vocational courses 4. ASD High functioning base 5. ASD resource base – accessible to all schools,

Results from Statutory Children's Services

36.0% return rate from Social Care

32.0% return rates form Education

32.0% return rates from Health

Similar themes to schools identified in results:

- Graduated response in Southend is fairly ineffective
- Pre EHCP assessments
- Counselling and therapeutic services
- Self regulation
- Strengthen capacity in Education Psychology and SEND Service
- Family system approach
- Modelling and parenting courses
- Develop existing and new AP provision
- Strengthening services and outreach

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Governors Survey Results

11 responses from Governors

9 Primary School

1 Secondary

1 Special

Similar themes to schools identified in results:

- Graduated response in Southend is fairly ineffective
- Pre EHCP assessments
- Counselling and therapeutic services
- Self regulation
- SALT
- Modelling
- Develop existing and new AP provision
- Strengthening services and outreach

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