

**SOUTHEND INCLUSION REVIEW
SOUTHEND SEND STRATEGIC BOARD
26th January 2023**

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What is happening in Southend

- To meet the proposed changes and ambitions in the SEND Green Paper, Southend City Council is leading on a [review of inclusion](#) across Schools, Settings, and Services.
- Government SEND Green Paper: “Right support, “Right place, Right time”.
- This will also include a review of the [**inclusive practice**](#) within the local area and associated support available to schools.

Southend Inclusion Review & Education Board

- Southend City Council commissioned a Rapid Review of Special Educational Needs and Disability (SEND) and Alternative Provision (AP) with Chrow Solutions in June 2022 to the end of September 2022 (4 month review).
- Southend's Education Board agreed an annual ring-fenced sum of £1M from 2022/23 to increase opportunities for inclusion in the Southend area. The focus of the first years spend is for children of compulsory school age.

Southend Education Task and Finish Group

- A Southend Education Task and Finish Advisory Group has been appointed to lead on the inclusion review and implementation of recommendations outlined in the Rapid Inclusion Review report.
- The group consists of representatives from:
 - Primary, secondary, special, and alternative provisions
 - Early Years representative, school SENCO and LA officers from Education and Social Care
 - Southend SEND Independent Forum (Parent/Carer group) and Health

Schools Survey 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)

Governor's Survey Response

- **11 responses from Governors who completed the full survey**
- **9 Primary School**
- **1 Secondary**
- **1 Special**
- **5 Governors contacted directly to say they had audited responses with HT and Governing Body to support results provided by the school.**

Responses from Statutory Children's Services

Response rates from survey's distributed, of those returned:

- **36.0% return rate from Social Care**
- **32.0% return rates form Education**
- **32.0% return rates from Health**

Responses from our families



Southend SEND Independent Forum

Survey results were collected from **91 Southend families**.

SSIF provided verbatim comments and quotes directly from our families.

SSIF have consent from respondents to share these comments.

4 Key Themes

Southend Inclusion Task and Finish Group has continued to concentrate its focus on the following themes:

1. The **effectiveness** of the SEND **graduated response** in relation to early identification and intervention.
2. How schools, pupils and their families can be **better supported by the LA** and other external services to enable children and young people with SEND to be **educated successfully alongside peers in a mainstream school**.
3. To explore practise, service provision and modelling, and **training** to meet the growing **social, emotional, mental health, anxiety and related medical needs** of children and young people in Southend.
4. Current **alternative provision options** available locally and potential gaps or needs.

Themes from Surveys

There was apparent consistency of themes across all survey responses, all of which aligned to the original 4 themes, but provided greater clarity on where practitioners and parents felt the specific focus and highest areas of need should be directed.

From these findings the Inclusion Task & Finish Group were then able to allocate funding allocations through percentage of need to the designated themes.

Theme 1. The effectiveness of the SEND graduated response in relation to early identification and intervention. (20% / £200,000)

1. Resource a suite of **assessment tools** that supports 'profiling of needs', with flexible strategies and interventions. Specifically, for those with **emerging needs and SEND** support. Aligned to Southend SEND expectations.
2. Commission an **inclusion expert** to upskill existing staff and work with all Southend settings. Embedding excellent inclusive practice across all schools and an **effective graduated response** that demonstrates nurturing practice.
3. Co-produce an **inclusion plan/charter** with Southend settings for all provisions to commit to an agreed suite of **inclusion expectations**. Collaboration between all settings and services to **attend and engage in any area wide training offers** that influences the implementation and development of inclusive policies and practice.
4. Commission effective practical resources for **Speech and Language Therapy** (SALT) that are flexible in meeting the diverse needs of children both within school and at home (in addition to the current offer).

Theme 2: How schools, pupils and their families can be better supported by the LA and other external services to enable children and young people with SEND to be educated successfully alongside peers in a mainstream school. (20% / £200,000)

1. Commissioning a **high-quality training provider that leads on relational practice and trauma informed approaches**. Raising a consistent knowledge base, understanding and early identification of the cause; managing and deescalating presenting behaviours; and bespoke training offer for individual school needs, building on the schools' strengths and areas for development.
2. Developing a network of trained **school-based inclusion champions** who can provide outreach and share best practice to other schools and settings in the area.
3. Replicating the above **inclusion champions within Southend services** to schools and families all working towards the same monitoring and delivery framework, providing consistency of a shared understanding and practice.
4. **Enhancing the capacity**, knowledge base and expertise of the **inclusion outreach service** to increase the outreach to schools and enable effective modelling and best practice.

Theme 3: Responding and meeting the growing social, emotional, mental health, anxiety and related medical needs of children and young people in Southend. (50% / £500,000)

1. Specific training that is **bespoke** to a school's needs and delivered on site, whilst also reinforcing consistent approaches and models across the city. Training needs to both upskill and train **all school staff** whilst providing focused training to key staff such as Senior Leadership Teams including SENCOs. To continue to champion and provide the ongoing development of school staff and school inclusion policies.
2. Areas identified for specific training by both schools and parents/carers were: **Neurodevelopment and neurodiversity**; managing violent and challenging behaviours with effective positive handling and de-escalation techniques; children with sensory needs; and relational practise (including **trauma informed, attachment awareness and adverse childhood experiences**).

Theme 3 continued: Responding and meeting the growing social, emotional, mental health, anxiety and related medical needs of children and young people in Southend.

3. Although training for parents covered a similar range as above, this needs to focus on co-produced delivery for advice, resources and **facilitated parent support groups**.
4. Reviewing the commissioning of and access to **counselling services in Southend**, including family counselling.
5. Exploring the current **triage and single point of referral** for accessing all services including universal. Increasing awareness, improving communication, and ensuring buy-in by all partners to align to a single front door for accessing support for children with additional SEMH needs.

Additional resource budget for school SEND resources and hubs (10% / £100,000)

1. Design and implement a process for schools to **bid for additional funds** to provide innovative interventions in meeting children's additional needs as part of their effective inclusive offer.
2. This requires a quality assurance framework to evidence permanence measures around use of funds and outcomes for children, as well as ongoing monitoring arrangements to ensure practice and/or provision is embedded and makes a difference.

Theme 4: Alternative Provision Pilots (£700k in addition to the £1M)

All schools were given the opportunity to express and interest in operating an alternative provision base either within their setting or elsewhere.

The LA received five expressions of interest, 2 from Academy Trusts, 2 from Alternative Provisions and 1 mainstream LA maintained school.

A Partnership Subgroup has been formed specifically to lead on this piece of work and agree the successful AP pilots. The Partnership Subgroup reports directly to the Inclusion Review Task and Finish Group.

The group was formed from Southend schools and partners whose responses to the Inclusion Review Survey were strong, demonstrated effective inclusive practice across their provision and members who do not have a conflict of interest with a school or trust submitting a business case.

Alternative Provision Pilots

The Partnership Subgroup will now action the following stages:

Timeline	Focus for Partnership Subgroup
17.01.2023 – 27.01.2023	Audit of business cases
27.01.2023	Shortlisting, further questioning and preparation for interview questions
03.02.2023	Interviews
10.02.2023	Inform successful parties of AP pilots

4 Alternative Provision Pilots

- **Pilot 1: AP base to meet the emerging social and emotional needs of children presenting in anxiety, emotionally based school avoidance or trauma and fully supported reintegration back at mainstream**
- **Pilot 2: AP base to meet the social emotional and mental health (SEMH) needs for those children with longer term needs, falling under the remit of the Education Access Team (EAT) due to medical and mental health needs, and requiring an interim base to bridge the gap between EAT (tuition) and school and fully supported reintegration back at mainstream**
- **Pilot 3: Nurture and Assessment Base and fully supported reintegration back at mainstream**
- **Pilot 4: Transition Champion – supporting children and young people and their families into different educational phases and/or settings through a bridging base**

Next Steps

- Identifying the appropriate specialist providers with the right expertise and carry out procurement exercises to commission and secure the identified initial resources required.
- Devise a detailed financial plan, once the services and resources have been costed to map out actual spend and delivery timeline.
- Key performance indicators and monitoring arrangements have been drafted, with a specific focus on pupil attendance, reducing suspension and access to full time education. KPIs due to be signed off by the VLSG on 02.02.2023. **18 different KPIs** to measure the impact of this piece of work.
- Comms to schools on delivery and implementation phase.