

Parent Carers Together Feedback Form

Name: Nikki Jacques

Meeting description: Inclusion School
Facing services SEND Workstream

Where was meeting held: Skype

Date of meeting: 22/04/20

Start & finish time: 11-12.30pm

Any future meeting dates, if known:

Feedback can be in any format; it should contain important points that came out of the meeting, your opinions, any related work that you think overlaps, action points that you might be involved with, any areas of concern. This will be shared with all PCT reps and committee.

Please email to bethcallis@parentcarerstogether.org.uk within 2 weeks of meeting

FEEDBACK & COMMENTS *(please use further pages if necessary)*

Attendees: Chair Vanessa Grizzle, Principal Educational Psychologist; Jo Bispham, Senior Educational Psychologist; Ulla Cheshire, Senior Educational Psychologist; Geraint Griffiths, Early Help Manager; Rachel Gravett, Children's Commissioner; Victoria Hunt, SENDIASS Manager; Teresa Jones, Senior Manager SEND; Jeffrey Mason, Head of Virtual School; Nicki Morton, Director of Special Education; Georgie Pinder (rep Julia Coleman); Lesley Tasan rep Amanda's Gridley) Early Learning, Inclusion and Improvement Lead; Karen Tuck, Director Linwood Teaching School Alliance.

Terms of Reference

Everyone said they were happy with the terms of reference agreed at the previous meeting.

Still need a health representative so group agreed Steve Clarke and Elaine Hurll should be contacted to see if they could nominate someone from the CCG.

The group have also asked Louise Chiles to attend from BCP LA.

Meetings will be monthly on Skype until lockdown ends and in the new school year, depending on progress, they may change to termly.

Vanessa Grizzle said she would try to meet up with all sub-group leads to update the Inclusion Plan. Sub-groups were going to be set up asap. She will share survey before next meeting.

Inclusion Development Plan

RAG rating - red, amber, green will be updated on plan as progress is made.

Vanessa said she has identified possible leads for each action. PCT hasn't been given single lead roles but were invited to choose which areas they wanted to be involved in and what level. Subgroups could be formed via actions or discussions at meetings and they need to meet separately via Skype.

Inclusion Development Action Plan

Main aim - establish a baseline for Inclusive Practice to build a model across BCP settings and community

Survey to settings and providers explored the use of GR document as a measure of inclusion plus SEND forum questions which were shared with parents and Survey Monkey analysis will be shared.

Parent focus groups can't progress due to school closures so the option of a survey was discussed at last meeting. Discussions around Covid-19 affecting the situation would possibly influence responses and not give a clear view. To address this the EP service have created a questionnaire that's more relevant.

It includes questions about how children feel about their connection to school currently, how they feel about going back and what would help them transition back to school. Aimed at all children and will be sent out to a range of children including most vulnerable.

Vanessa to send a copy to PCT co-chairs for feedback then to send out.

Julia Coleman - setting up meeting with CEOs & invited VG to join.

Nicki Morton asked if MAT SEN review toolkit, as used by Linwood and Sigma Securing Inclusive Education (LASSIE), could be used as a start.

Kate has completed SEN Reviewer training and will use the info to send to VG. If it's a good model then would be good to look at it. Using LASSIE tools schools have already and see how it can be scaled. Depends on how much each MAT is open to being challenged and supported.

LASSIE - every school involved completed initial evaluation - reviewer bases approach and evidence gathering on key areas needed eg: leadership of SEND, outcomes of children with SEND, personal/social outcomes, quality of teaching and learning for SEND pupils, working with pupils and parents, assessment and identification, monitoring tracking process, efficient use of resources, overall SEND provision. Evidence base is then decided by reviewer includes behaviour policies and interview/survey of parents/pupils.

Hilary Evans (Linwood) and Fritz Penn-Barwell (SIGMA) have collated a big evidence base and information on outcomes. Nicky Morton is to contact them to get info and best practice examples. Framework will need to be in place before we can look at best practice. Staff trained in using LASSIE could share with others.

Develop Quality Assurance & Monitoring Mechanisms

Inclusion Framework and QAM need to cover different groups of pupils within a setting, including pupils at risk of disaffection, exclusion and off-rolling - need to have clear bottom lines.

Victoria Hunt is working on this and using the COP, OFSTED guidelines and other legislation to make it clear to schools re expectations.

Jeffrey Mason explained 60% of LAC children have SEN so there's a lot of overlap. All children in care should be on school roll with 95% attendance. He said BCP LAC's children's attendance is in lowest quartile nationally - he agrees having bottom lines for schools will help address this.

Develop a multi-agency 'Concerning Behaviours Pathway' document aligned to Graduated Response

Document will help schools when they have pupils showing challenging behaviours that ARE NOT caused by having special needs (INCLUDING SUSPECTED UNMET NEED AS ASSESSED).

I said the present response to challenging behaviour from schools tends to be reactive not supportive. I explained that at that early stage staff wouldn't know what was causing the behaviour which should be investigated before punishment such as being sent to isolation and this could be obtained by something as simple as the teacher having a chat with the young person.

Ulla Cheshire said schools need to separate what is social and what is SEN at that early stage you wouldn't know what is causing it.

Jo Bispham has been working on Graduated Toolkit. James Franzen from Tregonwell has helped by providing info to support SEMH side of behaviours.

School notices behaviour leads to next steps, then reasonable adjustments that schools etc are expected to make.

Discussion - GR has a SEND focus. If a child's behaviour pathway is because of social issues (not related to SEN) could it be a separate reference to use alongside the GR toolkit, a link within the document or an appendix.

Agreed that terminology needs to be clear around behaviour pathway as health also have Development & behaviour Pathway so could cause confusion.

Victoria said the document does need to include guidance on behaviours that escalate to exclusions. Currently emphasis is on child to change rather than changes in the classroom or school environment to accommodate that child. It's about the issue of unmet needs as the Exclusion Guidance makes it clear that this needs to be considered from the start. She said it was also about schools recognising they can initiate a multi-agency approach to consider support instead of going down the route of increasing fixed term exclusions.

Establish basic principles and approaches to mainstream school educational setting readiness at all phases

Vanessa explained: Basically this is readiness of pupils and parents and the system around them. Settings often put the responsibility of being ready on the pupil - it should be whole systems readiness to RECEIVE the child by finding out what was done at a previous/current setting, GETTING PARENT AND CHILD INPUT and putting a frame around a child and mechanisms in place for them.



Schools need structured guidance around this do - sub group to be formed and must include mainstream schools.

Kate asked if readiness for work should be included? If so Linwood's CHI Project has done a lot of work on this and she offered to put Vanessa in touch with project leader.

There should also be avenues for self reflection - supporting the supporters of school - supervision or consultation plus appraisal/CPD.

I said that for this to work senior management need to recognise that support staff need to be able to access the training and supervision offer as quite often they are expected to do this in their own time, not on school time, or not given access to it at all.

Jeffrey said his team are supporting schools with LAC with a training and support system and been offering attachment training plus termly meetings to share inclusive good practice.

Clarify 'challenge' remit of present support services into schools

Need to have knowledge and understanding about what to challenge settings on - bottom line needed.

Victoria explained its very clear in COP about guidelines on reintegration and off-rolling and what we do as a system when this hasn't been adhered to. Need to be able to escalate it. Exclusion quality mark - turning it around on the school.

Further Develop Alternative Curriculum Offer

Ran out of time.

AOB

I was asked to look at list of sub-groups and identify which ones PCT would like to be involved in.

PARENT CARERS TOGETHER



Bournemouth Christchurch Poole

