

Workstream 5 Graduated response 19th October

Jo Bispham.BCP Amanda Wathen PCF, Kate Etheridge 'Poole Grammar. Aleksandra Zabielska BCP , Lindsey Sloan, Karen Harris BCP Stacey Freeman Claire Webb Nova Boraird NHS Jade Palmer. GemmaTappenden, Lisa McGaw

Claire	Talked about keeping to actions	
Lindsey	Need to think about key points to cover when discussing with parents "script"	Action
Lindsey	Discussed how parent's feel undervalued. May be valid reasons for not undertaking assessment etc but not communicating this clearly. So parents don't feel supported.	Action
Jo	Covered the main focus areas	
Lindsey	Is the term 'Graduated Response' fully understood?	Action
Graham	Possible different terminology to. Are we using the right terminology? Eg Meeting Pupils' Needs	Action
Gemma	Suggested that the wording should be simplified to - Needs are identified in a timely way through a graduated process. This could apply to the second point as well.	GP to modify the Focus Area
Amanda	Said she didn't understand this so need to avoid jargon. Many children have significant difficulties and have a right to education. Need to work with the families	
Claire	There is a need to look at the language and working with families. Also what is the value base behind it. not clear to parents	Action
Lindsey	Not clear about the second point. There is an issue about the language.	
Katie	From a Grammar School perspective. Quality First teaching is incredibly hard. In her school a teacher sees 200 pupils in a week. Expectation of how to meet those needs with these pressures. Won't be able to get it right all along. For a pupil with an EHCP She plans 3-5 things but parents often request more.	Action
Emma	In terms of Quality First teaching this runs through BCP. Should we be looking at some advice for teachers and that it should be delivered before an EHCP is needed?	Action
Amanda	Problem is an expectation that all needs can be met at the school it is difficult for schools to cope with the numbers. With Academies you can't get through the door. it depends on the budget provided. Schools don't get the funding needed. Culture comes into it and how families are listened to.	Action
Jo	Is it achievable?	
Amanda	Not achievable because of the shortage of money unless you can give the schools the money	Action
Gemma	Shouldn't be a postcode lottery. It is better in the early years	
	Suggestion to take out consistent -	Consider this
Stacey	Agrees consistent should be in. Working with the review that recognises inconsistency. It should remain.	As above
Amanda	Looking at those who have gone through it and is partly to do with the threshold in order to get a consistent	As Above

	approach.	
Jo	Questioned the term 'Learning Hub'.With Dorset CCG there is a Tier 2 training to follow on from the initial tier 1	
Alex	Have identified some workers who will look at training trainers. Need to broaden communication aspects	Action
		Review SEND Governors training around Medical Needs
Jo	Has some background on the toolkit to develop the graduated response. 2 resources Identification and Assessment Programmes.	Action
Gemma	Area SENCO role for children 0-5. The toolkit is there but not used. Schools have lost this facility of going somewhere to ask	Action
Claire	there is a question about the right advice. to-Feedback from schools is that at SEND support the support is not available.	Action
Katie	if it is a school with a lot of needs, they will buy in appropriately Her school can't.	Action
Graham	Mentioned Locality based funding	Action
Lisa	We are talking about under-identification. Schools need the tools to identify. There aren't the agencies. Schools are having buy in agencies.	Action
Amanda	One thing forgotten is resources have been Reduced. Each department working on different policies. Review policies in general Needs to be a more central approach: A centralised hub.	Action
Gemma	In BCP you have to have an EHCP to gain resources. Needs a better approach	Action
Emma	Historic deal with HTs where part of HNB was handed too them. Need specialist people in BCP	CW – check re HNB comment
Stacey	Probably some going through EHCP but advised by IPS EA that SEND support is not compulsory-Need a better system. Parenting courses to support Not identifying early enough	Action
Jo	Recommendation. Hyperlinked Document for Graduated Response. Renewed by all group	Jo to look at possibility as a first stage
Lisa	Need support for identification and what it might look like. (Not just people)	Action
Amanda	If a child has a disability then parents may seek the advice. So resources in different formats. Needs to be accessible to all. Central approach. Accountability has been lost as to who promotes the information..	Action
Gemma	Agreeing-important to have the second view as they are often tied up in dealing with problems they miss the reasons.	Action

Lisa	Early years SENCO new to her. Caseworkers never see the children - relies on the school and parents. A second pair of eyes.	
Jo	Poole were developing SENCO Champions	
Lindsey	They had a lot of interest but they were already overstretched	
Gemma	How we get the capacity	Action
Lindsey	Don't forget the PFA	Action
Emma	Had a similar process in Worcestershire. Could the SENCO training be a carrot?	Action
Lisa	Outreach offer could offer SENCO support	Action
Lindsey	Did research and found the level of paperwork, lack of senior leadership experience and lack of training.	
Emma	SENCO champions. Could be invaluable. And also SENCO on Senior leadership.	Action
Jo	Carried out research about Graduated Response - high % of use but it sat with the SENCO.	Action
Amanda	A special needs child puts stress on families and can only go so long without support. Person centred approach includes the whole family. Clearer local offer. Support from the beginning. Very isolating	Action
Jo	Review of what "is out there"	Action
Amanda	clearer signposting	Action
Gemma	from health there is a series of inconsistencies	
Lindsey	Trying to get any help for PFA pupils is very difficult. Getting EHCP updated via health is almost impossible- also the threshold for adult social care.	Action
Alex	Consistency of Social care support. Have done work on short breaks. Have opened this up but for children with EHCP and not all SEND Support. No policy that under 5s aren't allowed.	
Gemma	There used to be a CAMHS nurse but this was taken away	
Jo	Hoping parenting courses will be looked at in the Autism review	Action
Lindsey	Parent courses aren't always a bad thing but the messaging is incredibly damaging- to-We need to speed things up	
Stacey	It is the message-stigma from school staff. It needs training for all Lots of issues-box ticking for access to the next stage. Training needs to be improved. Helped to if parents are directed to support.	Action
Gemma	Frequently asked for therapeutic parenting courses.	Action
Jo	should we be asking parents what courses they need? Help to identify the courses.	Action
Claire	Part of commissioning offer,	