

SEND Forum Meeting (partial feedback) from Peter 31st March 2022

I joined the first half of the SEND Forum this afternoon - this meeting is once-per-term and school SENCOs are invited. Attendance was about 80 today.

I joined for the first hour only, so my notes below only cover this section. Louise and Stacey also joined, so they may have different feedback.

Key points for me:

- Simon McKenzie described how the demand for new EHC assessments has increased, and how their team is overwhelmed. This is such a familiar sob story! And so feeble! When will they realise that the demand is going to go on increasing, month on month and year on year? Instead, they stand like Canute at the edge of the sea, vainly pleading that schools will adjust the timing of their requests, to give the LA a chance!!!
- Fiona Okia did a good job of explaining the different interaction styles needed for children with attachment needs. It wasn't clear to me whether the SENCOs 'got it', or whether they think they knew all this already. About 3/4 of the interaction on the chat was from parent reps (us three plus Marion) rather than the SENCOs who made up most of the audience.

Peter.

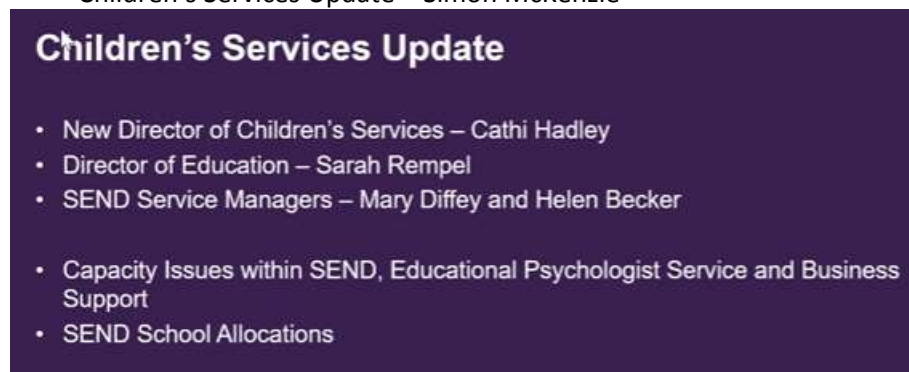
2.00

- Welcome – Vanessa Grizzle (on behalf of Jo Bispham)

New Graduated Response toolkit available

Workgroup has been formed to review the whole of the GR

- Children's Services Update – Simon McKenzie



Children's Services Update

- New Director of Children's Services – Cathi Hadley
- Director of Education – Sarah Rempel
- SEND Service Managers – Mary Diffey and Helen Becker

- Capacity Issues within SEND, Educational Psychologist Service and Business Support
- SEND School Allocations

Sarah R appointment confirmed

Mary D is back from sick leave now

Twice as many requests for EHC assessments since January compared to last year. "We are struggling at the moment" Simon basically asking schools to hold off applying for new EHCs until they do some more recruitment! Shocking!!

Supporting Mainstream Schools

Following Local Area inspection there is an increased drive to support inclusion in schools and BCP. To achieve this we are with stakeholders:

- Reviewing mainstream bands
- Reviewing specialist support
- Providing additional funding for SALT
- Progressing Expressions of Interest for capital builds to develop resource provision and specialist places in BCP

Seeking feedback from schools on plans to increase mainstream inclusion.

New SALT approach - each school to have a named SLT lead contact.

35 responses received for capital spending for additional specialist places.

Phase Transfers

Timing of requests for plans is causing significant difficulties. At present:

- 93 - N2 EHC assessments (mid April)
- 47 - Year 6 EHC assessments (15 February)
- 18 - Year 11 EHC assessments (31 March)

Asking schools to consider the timing of their EHC requests, because most schools have already offered places, so the LA would prefer that schools request EHC in year 5 instead of year 6, and in year 10 instead of year 11, etc.

Also a request that AR's are done in summer term / early autumn for all those who will be in transition the following year.

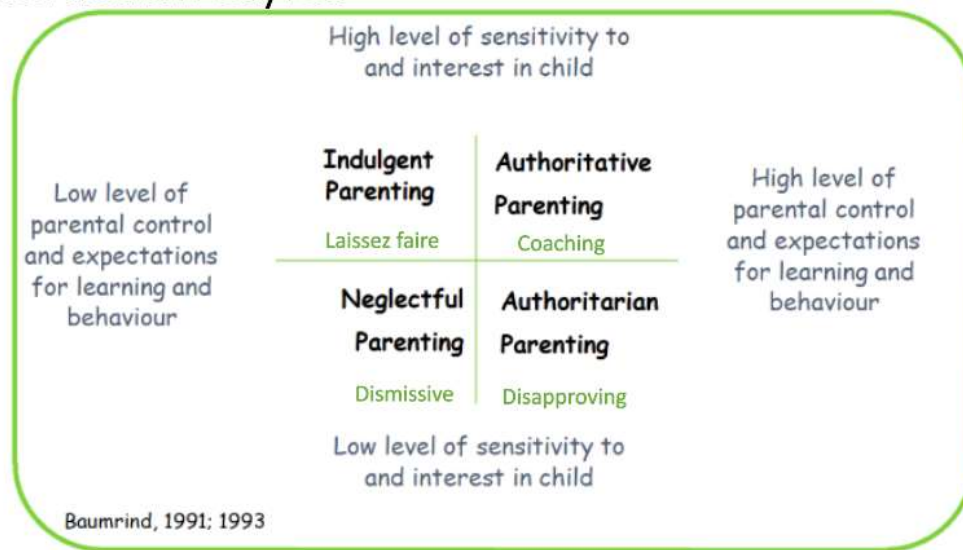
- Supporting Attachment needs in Schools – Dr Fiona Okai
Fiona O works with Virtual School 0.5 days per week.
Looking at different interaction styles that adults can have with children.

What difficulties can attachment needs lead to?

- Not feeling safe
- Anxiety about change
- Emotional regulation
- Difficulties learning
- Executive function difficulties
- Difficulties with relationships and trust

Child with attachment needs doesn't believe that they are loved or that they can trust others.

Interaction styles



Stacey raised the issue of PDA appearing similar to disordered attachment
I raised the importance of Therapeutic Parenting for many children with attachment needs

Video clips with examples of different styles. Some good discussion.
Then breakout rooms - I was assigned to 'room 7' but no-one else was there!!
Good discussion in the main room.

Had to leave before the second half - other work to do.

3.0 – 3.10 Break

- Learning Disability Health Check - Chloe Morley and Laura White (Dorset CCG)
- The Balanced System® Framework and update on the Speech and Language Pathway Project – Christine Rainsford and Joanna Ames
- Proposed new EHC Request form - Claire O'Brien
- The Inclusion Quality Mark (IQM) – Vanessa Grizzle