

SEND and Inclusive Approaches

Children's Services Scrutiny Committee - 16th October 2023

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Safety Valve – SEND Programme

- Established in 2022 to improve outcomes for CYP with SEND across all key areas.
- Funded by the Department for Education (DfE) – Safety Valve Agreement published online.
- Developed and delivered collaboratively with DfE and partners including families, young people, schools and health.
- Commitment to improving outcomes *and* reducing the financial deficit
- Large-scale workstreams including Capital Build and inclusive learning/culture across all schools.

Belonging in Bolton

Safety Valve SEND Programme

Transforming and investing in SEND

We have worked with our children and families to develop a wide-reaching approach based on what matters most to them and is best for Bolton.

Quality and inclusive education
We will be increasing special school places within Bolton and developing new resourced provisions for a range of differing needs across primary and secondary schools. This will allow children to remain in mainstream whilst accessing the specialist support they need.

Inclusive learning
We will work with schools and partners to implement a comprehensive SEND training offer for schools, launch an Inclusion and Alternative Provision Handbook and develop Behaviour and Inclusion Partnerships to promote inclusive practice.

Working together
We will develop and test out new ways of working with services, families and schools including developing a multi-agency support team to support the inclusion of children with complex additional needs within their local school and develop a closer working relationship between mainstream and special schools.

Preparing for adulthood
We have high ambitions for young people. We will appoint a dedicated Post 16 SEND Officer, develop a local supported internship offer and work more closely with young people, their families and their settings to ensure a smooth transition into adulthood.

Early identification and SEN support
We will work with schools and settings to improve how early we identify additional needs, share good practice more widely and develop/embed resources to help schools and settings to better meet the needs of children at SEN Support.

**Bolton
Council**

Safety Valve – Inclusive Education

Inclusive learning

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Key areas of Focus

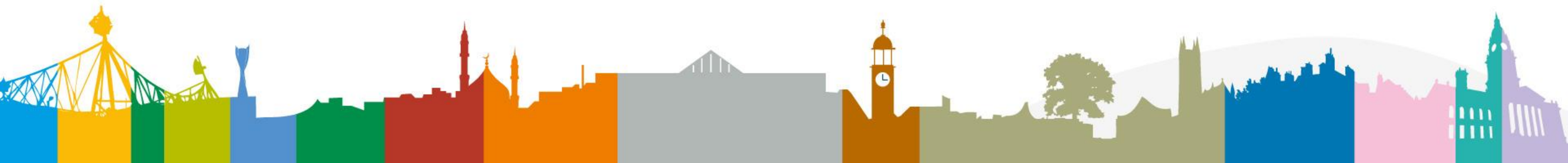
- Inclusive Culture Training
- Behaviour Inclusion Partnership
- Inclusion and AP Handbook
- Joint Working – Special/ Mainstream
- Capital Expansion & Resource Provision Schemes
 - Multi-Agency Team (Health)

Inclusive Education a cross-cutting theme across all of the programme

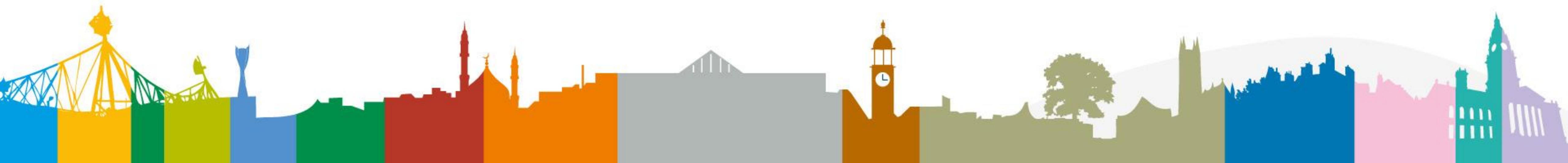


SEND context

- There are 9033 people with SEND in Bolton. This is an increasing trend in both number and percentage of the school population which is mirrored nationally and regionally. There has been a 27% increase in the total number of pupils with SEN support or an EHCP between 2015/16 and 2022/23.
- Males are disproportionately more likely to receive SEN support or an EHCP compared to females about two-thirds of the SEND population are male and one-third female.
- Nine and ten year-olds make up the largest cohort.
- Pupils from a white ethnic background make up a higher proportion of the SEND population than in the general school population, whereas pupils from an Asian ethnic background make up a smaller proportion than in the general school population. Pupils from Black, Mixed and Other ethnic backgrounds are proportionate with the general school population.



- Speech, Language and Communication needs is the most common type of SEN in 2022/23 and accounts for 28% of those with SEND. Moderate Learning difficulty, which was previously the most common type, accounts for 18% and Social Emotional and Mental Health is 16% of those with SEND.
- Children with SEND generally achieve well at the end of Key Stage 2 but this is not maintained by the end of Key Stage 4.
- In Bolton those with SEN support make up the largest proportion of the school population to receive permanent exclusions. This is a trend that is seen with all comparators, however at 0.44% Bolton is more than double the figure for the North West, England or statistical neighbours.
- For school year 2020/21 Bolton has the highest proportion of pupils both with EHCPs (18.72%) and at SEN Support (15.01%) who have received fixed term exclusions of all comparators.



Progress

SEND Inclusive Culture

Training

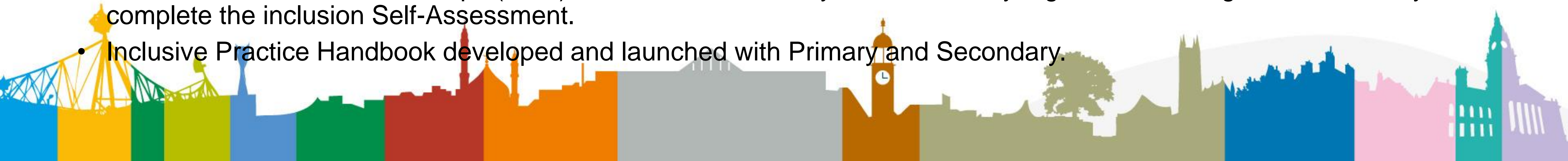
- Training programme developed with 13 courses focused on Social Emotional and Mental Health (SEMH) and Communication/ Interaction. Available to all schools free of charge.
- Training successfully delivered to 200 attendees with positive feedback. Planning underway to deliver additional courses throughout the autumn term.

“Really interesting course – would appreciate these courses regularly being delivered throughout the year that staff can access free.”

“Amazing course, would highly recommend. My practice has changed so much for the better.”

Inclusion

- Alternative Provision marketplace event in July to showcase the range of support available. Well attended by all schools.
- Key Stage 3 Prevention Hub – Additional capacity expected from mid-autumn through an existing provider with placements available directly to the LA and for schools to trade direct.
- Behaviour Inclusion Partnerships (BIPs) established at Primary and Secondary. Agreement through the Secondary BIP to complete the inclusion Self-Assessment.
- Inclusive Practice Handbook developed and launched with Primary and Secondary.



Progress

Joint Working Special/ Mainstream

- Piloting a new approach to enable children in mainstream to attend sessions within special and vice versa. The intended outcome is to promote learning of inclusive approaches to teaching assistants and new experiences for children.
- Pilot established with Ladywood Special School in the summer term and now expanded at Ladywood and expanded to include Greenfold in a slightly different way.

Capital Expansion and Resource Provisions

- Established and expanded Primary Resource Provisions (RP) enabling children with a range of needs to receive the support they need in a mainstream school. Available from September 2023 with the continued expansion of Queensbridge RP expected early 2024.
- Additional capacity to support secondary students with Social, Emotional and Mental Health needs within Bolton through the development of Barlow Park in partnership with Bolton Impact Trust.
- Capital expansion schemes progressing across Rumworth, Firwood, Ladywood, Greenfold to significantly increase the number of places available in Bolton– completion dates expected throughout 24/25.

Multi-Agency Working

- Proposal to establish an enhanced support offer with health colleagues to support children to remain in a mainstream school.
- Discussions advancing with senior leads across the LA and Health to establish the offer during the 23/24 academic year.



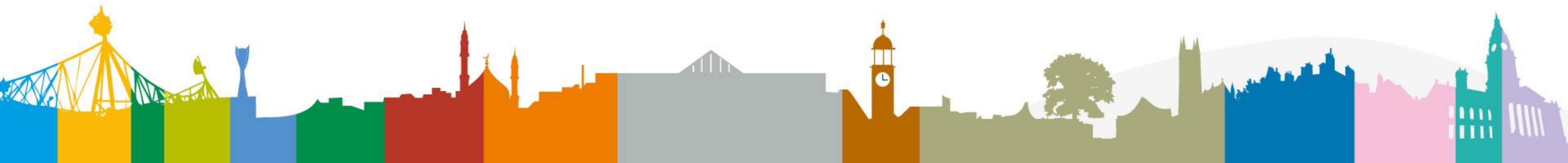
Next Steps

- Delivery of Phase 2 Inclusion Training to schools.
- Expansion of Alternative Provision through the Key Stage 3 Hub.
- Review of data projections to understand the future need to inform place planning and wider support.
- Refresh of Safety Valve workstreams to review progress and new areas of focus e.g. Alternative Provision.
- Agree focused areas of work from the Inclusion Handbook e.g. Behaviour Reviews.
- Establish approaches to supporting children within mainstream e.g. multi-agency team, joint working across schools.



Other work to promote inclusive practice

- GM Autism in Schools project
- SEN reviews in schools
- Development of more bespoke packages of support to maintain mainstream placements
- Team to support schools who have children on the verge of permanent exclusion
- Appointed a new Assistant Educational Psychologist to support 2-3 year olds



SEND and AP Local Area Inspections

- New framework published in December 2022 – in use since January 2023
- 3 types of inspection; full inspection, monitoring inspection and themed inspections
- 3 outcomes – ranging from ‘arrangements typically leading to positive experiences and outcomes’ to ‘there being widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of CYP with SEND’
- 10 evaluation criteria

