



SEND OVERVIEW

Scrutiny Committee

February 2021

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Outline

- SEND JSNA
- Specialist SEND provision data
- SEND Handbook



Special Educational Needs and Disabilities Joint Strategic Needs Assessment 2020

- Suggested by the DfE
- Developed by a working group including key personnel from the LA, Public Health, CCG and Bolton Parent Carers
- Focusing on 0-25s
- Data analysis and recommendations



Key Findings: Demographics & Time

- 8,590 children and young people (CYP) with SEND (6,068 on SEN Support and 2,522 on EHCPs)
- 2/3rds male and 1/3rd female
- Disproportionality by ethnicity (the proportion of Black children with SEND is more than twice the percentage of Black children in the general population)
- CYP with SEND clustered in areas with higher levels of deprivation
- Number with early years inclusion support funding has risen 55% over the last four years
- In the last decade, numbers on SEN Support have nearly tripled and numbers on EHCPs (and equivalent predecessor) have doubled
- However, proportionally, there has been an overall slight decrease in % of school population classed as SEND
- There is a current and projected shortage of special school places



Key Findings: Needs

- Nearly 1/3rd of CYP with SEND have a moderate learning difficulty; 1/5th have speech, language and communication needs, and; 1/5th have social, emotional and mental health needs
- The biggest % increases over the last 3 years have been in multi-sensory impairment; SEN support but no specialist assessment of type of need, and; Autistic Spectrum Disorder (ASD)
- Nearly half of all CYP with SEND had social care involvement



Key Findings: Educational and Training Outcomes

- CYP with SEND have poorer educational outcomes than CYP without SEND (replicates the national and regional picture)
- However, CYP with SEND in Bolton generally do better than comparators at Key Stage 2
- The picture is more mixed at Key Stage 4; Attainment 8 for those with an EHCP is better than regional and statistical comparators but lower than national, but for those on SEN Support is lower than all comparators
- At 77.74%, Bolton has the lowest proportion of 16-17 year olds with SEN in education and training out of all comparators



Key Findings: Evidence from parents, young people and children

Ideas for change in services:

- Improved communication of key information including offer, processes and pathways
- Improvements to SEN Support provision
- Ensuring take up of SEND training for professionals
- Assessing and monitoring Short Breaks offer
- Improved inclusive approach for CYP with SEND at mainstream schools



Recommendations

1. Review what type of SEND provision is best to meet growing local needs (including special schools and inclusive mainstream schools). This could include increased investment in services for children and young people with SEND, given the growing population.
2. Work with SENCOs in order to ensure the accurate identification of need.
3. Develop a more robust SEN Support offer.
4. Develop offer for neurodiverse children and young people, including pre- and post-diagnostic support, CAMHS and transition support, ensuring the multidisciplinary system is working well, including for young people who have negative Autism Diagnostic Observation Schedule (ADOS) assessments but still have needs.
5. Ensure that the information in this JSNA is used to inform joint commissioning and review, align and develop our service / community based support models to the meet the current need and to manage future demand in those areas we have already identified as increasing in numbers e.g. Autism, emotional health and wellbeing.



Recommendations continued

6. Ensure better recording of post-KS4 and post-19 destination data for young people with SEND.
7. Set up collection of data on accommodation for young people 18+ with SEND.
8. Improve data capturing and intelligence on ASD.
9. To develop a person centred approach to outcomes, developed with and for young people. For example reviewing our short break model and offer to make sure that we are targeting those young people who need a short break the most.
10. Develop a mechanism for recording access to Short Breaks care, including direct payments, that can be easily accessed and shared in the form of an annual report.



Progress to date

- We have reflected these recommendations in a SEND Action Plan. This is informing the work of the SEND Strategic Steering Group.
- Work regarding special school provision is ongoing with expansion projects at Firwood and Rumworth planned.
- The SEND Handbook was launched on 12th January. It is hoped that this will help with the accurate identification of need and a more robust SEN Support offer.
- Connexions have created processes this year to track the destinations of those Young People in Year 14.



Specialist Provision Overview

0-16 years

Type of school	17-18	18-19	19-20	As of Nov 2020
Bolton Special School	567	660	758	821
Independent Out of Borough Special School	113	122	148	135
Resourced Provision	70	71	89	90



Bolton Special School Placements

School	Number of children currently attending	Current physical capacity (including temporary arrangements)
Ladywood	177	154
Greenfold	139	130
Rumworth	275	260
Firwood	171	150
Lever Park	69	69
Thomasson Memorial	71	79



SEND Handbook

- Revision of the 2014 SENCO Handbook
- Renamed SEND Handbook
- Contains key information re SEND for schools and all services working with children and young people who have SEND
- Is available on the local offer website
<https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs-%E2%80%93-local-offer>
- Is available on the extranet as a word document for schools to access



Contents

Structured to act as a guide through the SEND journey

Key contents:

- Legislation (updated)
- Early Help (new)
- Identification (new)
- Quality First Teaching (new)
- SEN Support (updated)
- SEN Matrix
- EHC Needs Assessment and Annual Reviews (updated)
- Panels and Specialist provisions (new)
- Contacts/service profiles (new)



Identification of need

- Key area of focus due to current over identification of MLD
- Overview of the Bolton identification process from birth to 25 years
- Clear descriptors of each need
- Prompts for initial meetings with parents to aid in the joint identification of needs and to start working in a collaborative way from the outset
- For each area of need the handbook details key areas of concern, typical indicators and features that create an inclusive school/classroom environment to meet the need

Identification of Speech, Language and Communication Difficulties

Speech, language and communication difficulties refer to problems in communication and related areas such as oral motor function. These difficulties include simple sound substitutions, difficulties using language appropriately, the inability to understand or use language and the oral-motor mechanism for functional speech and feeding.

Areas of concern	Typical indicators
Spoken language – phonological difficulties	Difficulties with the auditory discrimination of speech sounds. Oro-motor difficulties. Difficulties with the production of speech sounds in isolation and/or in words. Difficulties sequencing sounds in words.
Attention and Listening	Require physical/verbal prompts to gain their attention. Require physical/verbal guidance to start a task and remain on task. Highly distractible by environmental stimuli e.g. sound/movement. Shows patterns of self-distraction in tasks not of their own choosing. May not offer visual attention to tasks/objects/people. Does not respond to instructions in a small group setting but they are able to respond to in a one-to-one situation.
Expressive language	Limited vocabulary and may often use a lot of non specific language (e.g. 'thingy' 'whatsit'). Hesitation when responding. Substitute words of a similar sound/meaning. Appear to forget new vocabulary. Rarely participate in class discussions. Difficulties joining words together into sentences. Difficulties with the use of grammar for example using the past tense and plurals etc. Difficulties acquiring age appropriate literacy skills. Possible self-esteem/behavioural difficulties arising from difficulties expressing themselves and making themselves understood.
Receptive language	Difficulties with attention and listening. Limited understanding of what is said to them. Need additional time to respond. Need the repetition and simplification of instructions. Copy what others have said / echolalia. Complete tasks inappropriately. Possible self-esteem/behavioural difficulties arising from a lack of understanding/frustration.
Communication difficulties	Difficulties with non-verbal communication for example body language, facial expression, eye contact, gesture and signing. A lack of understanding re conversational skills and rules, for example listening, turn taking, knowing when and how to start and finish conversations, how to change the topic of conversations, and the ability to use language in different ways.



Features of a Speech and Language friendly School/Classroom

- Visual support systems such as visual timetables, targets on the desk, targets shown on the whiteboard, prompt cards (for example a card, with a picture, to remind a child to listen for their name) and photos are used.
- A classroom environment that is not too cluttered and where equipment is clearly labelled.
- Teaching that incorporates the use of visual and tactile approaches including the use of real objects, practical activities, pictures and video.
- Staff using non-verbal communication to support what they are saying, for example gesture, pointing – or maybe signing.
- Careful seating arrangements that allow a child with SLCN to be near to the front, and facing the teacher, for example tables placed in a horseshoe shape or tables that can be easily moved around.
- Children given time to respond to allow time for thinking. Time for planning work is also allocated before children are required to begin writing, for example in literacy children are given extra time to think about the key things to include in a story such as the main characters / what is going to happen, etc.
- Strategies are used to ensure a child is paying attention for example the teacher says their name before giving an instruction.
- Language is not too complicated and instructions are short and repeated when needed.
- Consistent vocabulary is used, where the same word is used all the time when teaching new subjects (for example take away is used, but not minus or subtract) and understanding is checked where necessary.
- Opportunities for a child to work at their own level, following their own task or targets if needed. This might mean that a child works on slightly different work, at the right level for them, with some extra support from a teaching assistant.
- Additional resources are available if needed, for example IT software, alternative recording sheets with less information or where less writing is needed, work planning sheets.
- School staff will have accessed ELKLAN training.
- Classroom staff will be aware of speech and language therapy (SALT) goals and targets and incorporate these into lessons wherever possible.
- Pre-teaching of vocabulary.
- Interactive displays are used to support communication.
- Opportunities for pupils to have structured conversations with both adults and their peers.
- Staff CPD focussing on speech, language and communication needs.



Quality First Inclusive Teaching

- Designed to form the basis of an inclusive teaching approach for any child with additional needs, e.g. those with SEND, LAC and EAL/INA children.
- The Code of Practice (2014 para 6.37) is clear that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- This section is designed to outline what quality first teaching in Bolton should look like and to enable parents to understand what they can reasonably expect their child to have access to at a universal level before any more tailored support via SEN Support or an EHC Plan is needed.
- This resource can be used flexibly e.g. to form the basis of whole school or departmental training, as an aide memoire for teachers, as a self-evaluation tool or to inform observations.

The Bolton Offer – Quality First Inclusive Teaching and Learning for Everyone¶

Promoting a culture that values and supports the learning and wellbeing of all C/YP demonstrating an “inclusive setting ethos.”¶

Teaching and Learning¶

Quality First Inclusive Teaching and Learning: Teaching & Learning – Schools ¶	Quality First Inclusive Teaching and Learning: Teaching & Learning – Early Years ¶	Self- Assessment¶ Y, N or Partial¶	How achieved?¶
Put routines in place that promote emotional wellbeing e.g. staff routinely ‘meeting and greeting’ all C/YP on entry to the classroom. ¶	Put routines in place that promote emotional wellbeing e.g. key person routinely welcomes child into the provision. ¶	¶	¶
Ensure ongoing Curriculum Based Assessment is used to inform individual targets and responsive teaching. This should allow for immediate feedback and timely interventions to progress learning. ¶	Ensure ongoing Assessment (EG EYFS/Developmental Journal) is used to inform individual targets and responsive teaching. This should allow for immediate feedback and timely interventions to progress learning. ¶	¶	¶
Ensure regular access to practical multi-sensory, hands on activities in the classroom to help C/YP learn and which supports and enhances Quality First Inclusive Teaching. ¶	Ensure regular access to practical multi-sensory, hands on activities in the setting to help children learn and which supports and enhances Quality First Inclusive Practice. ¶	¶	¶
Provide activities, materials and communications that are carefully matched to individual outcomes and needs. For <u>example</u> access to specific resources e.g. coloured overlays, coloured paper, pencil grips and longer to complete tasks if needed etc. ¶	Provide activities, materials and strategies that are carefully matched to individual outcomes and needs. For <u>example</u> access to specific resources such as visuals, chunky mark making tools and sensory toys. ¶	¶	¶



SEN Support

The SEN Support section of the SEND handbook is process led, and emphasises the need for an ongoing cyclical process involving CYP and their parents.

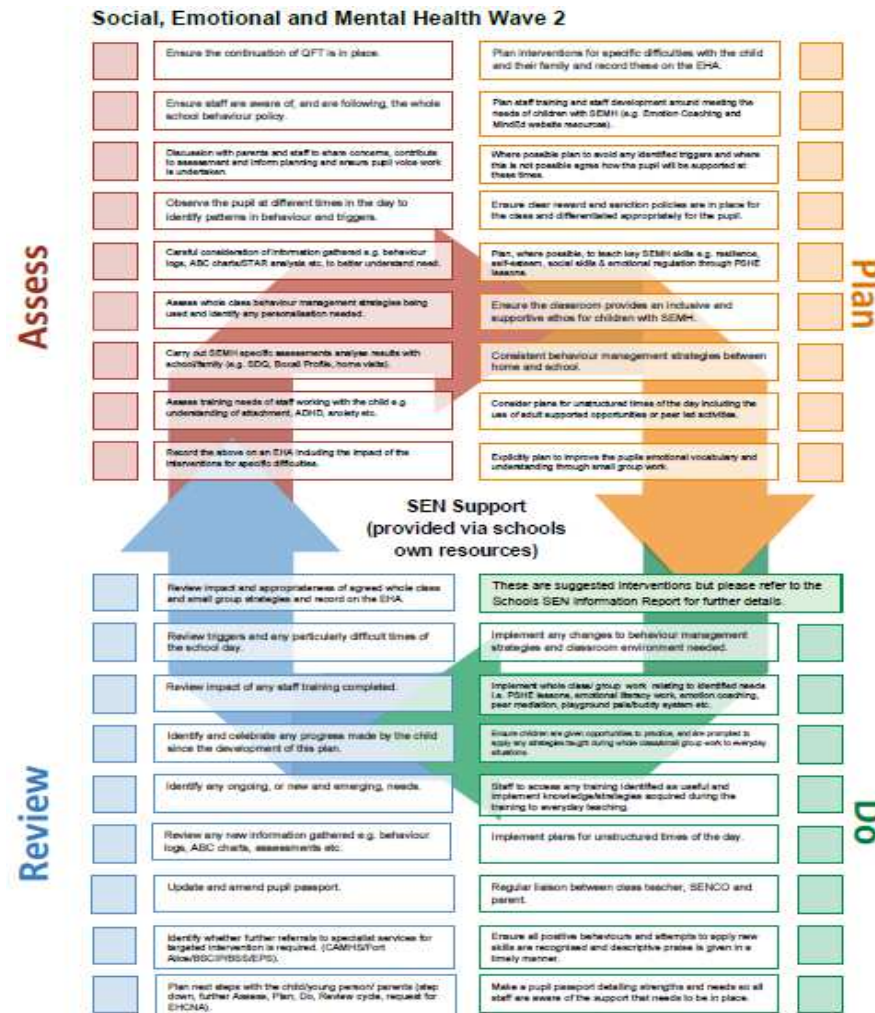
Based on the assess-plan-do-review process and builds on Quality First Teaching

There are 2 'waves' of the assess-plan-do-review process in some areas. Where this is the case it is expected that wave 2 will build on quality first teaching and wave 3 will build on wave 2, becoming increasingly specific and detailed.

APDR, key resources and on-line training identified for each area of need:

- Cognition and Learning
- Speech and Language and Communication Needs
- Social Communication Needs/Autistic Spectrum Disorder
- Social, Emotional and Mental Health Difficulties
- Visual Impairment & Hearing Impairment
- Physical Difficulties

Sample of SEN Support Offer - SEMH



Social, Emotional and Mental Health

Relevant information, resources, links and on-line training

- Inside I'm Hurting; practical strategies for supporting pupils with attachment difficulties in school - Louise Michelle Bomber
- Attachment in the Classroom; The links between children's early experience, emotional wellbeing and performance in schools - Heather Geddes
- What about me? Inclusive strategies to support pupils with attachment difficulties make it through the school day - Louise Michelle Bomber
- Settling to learn; settling troubled pupils to learn and why relationships matter in school - Louise Michelle Bomber and Dan Hughes
- Emotion coaching resources - <https://www.emotioncoachinguk.com/>
- Starving the Anger Gremlin for Children Aged 5-9: A Cognitive Behavioural Therapy Workbook on Anger Management - [Kate Collins-Donnelly](#)
- Starving the Anger Gremlin: A Cognitive Behavioural Therapy Workbook on Anger Management for Young People - [Kate Collins-Donnelly](#)
- Starving the Anxiety Gremlin for Children Aged 5-9: A Cognitive Behavioural Therapy Workbook on Anxiety Management - [Kate Collins-Donnelly](#)
- Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People - [Kate Collins-Donnelly](#)
- Think good, feel good; a CBT workbook for children and young people – Paul Stallard
- The whole brain child – Dan Siegel and Tina Payne Bryson
- SEMH Toolkit of evidence based interventions to promote the inclusion of children with SEMH needs - https://www.babcockldp.co.uk/babcock_ldp/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf
- Child Trauma Academy Youtube channel has presentations on brain development, trauma and resilience & developmentally appropriate interventions for children.
- Boxall profile (Nurture Group network) www.nurturegroups.org
- Strengths and Difficulties questionnaire (Dr. Goodman) www.sdqinfo.org

SEMH Free On-line CPD for School Staff

SEMH	http://www.advanced-training.org.uk/
Behaviour	https://www.classcentral.com/course/managing-behaviour-for-learning-6272
Managing behaviour for learning	https://www.futurelearn.com/courses/managing-behaviour-for-learning
An introduction to classroom management	https://prosperoteaching.com/quiz/classroom-management/
ADHD, concentration and SEMH	http://www.humansnotrobots.co.uk/p/resources-hub.html?m=1
ADHD	https://www.futurelearn.com/courses/understanding-adhd http://www.adhdcontinuum.com/free-adhd-online-courses/#.Xm-ZMaj7RPZ
Mental Health	https://www.minded.org.uk/ https://mindup.org/ https://www.brooksgibbs.com/
Behaviour, bullying and mental health	https://selby.ac.uk/adult-skills/distance-learning-courses/?fbclid=IwAR3x2_8kAIHgHPRR-kAQFBLKZ7Pmi-BxNbAo7p22vPKGf6H79TaXFX_qiBA
Understanding depression and anxiety	https://www.open.edu/openlearn/health-sports-psychology/health/understanding-depression-and-anxiety/content-section---learningoutcomes
Introduction to attachment disorder	https://prosperoteaching.com/quiz/an-introduction-to-attachment-disorder/

Other key points to note

- There are no changes to the SEND Matrix i.e. the criteria for an EHCNA remains unchanged
- Paperwork for requesting an EHCNA and Annual Reviews remains largely but with a greater focus on preparing for adulthood with schools requested to consider this at the end of each key stage and from the earliest possible opportunity.
- The Handbook contains a profile for all key SEND Services across education, health and social care detailing the service offer and referral criteria.



Questions