

Integrated Care System
Shropshire Council

Developing Inclusive Practice in Shropshire

February 10th, 2023
Shrewsbury Town Football Club

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Integrated Care System
Shropshire Council

Hello and Welcome

Introductions **WHO'S WHO?**

A bit of housekeeping

Gentle reminder about confidentiality

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Aims

- To develop further a shared understanding of the principles of inclusion.
- To begin the journey producing a Shropshire Inclusion Framework – understanding that culture and leadership are integral.
- To improve understanding of the support systems available.
- To ensure a shared understanding of the statutory system and the Shropshire expectations.

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Agenda

Session		Presenter
9.30	Welcome and Housekeeping	Chairman
9.35	An Inclusive Continuum of Provision for learners with SEND in Shropshire	Angela Holdsworth
10.20	Setting the Scene – Understanding the local area	David Shaw
10.25	Chair	
11.15	The Power of Relationships	Chris Jones for SEND in Shropshire
11.30	Developing the ND Training offer	Information gathering from Shropshire projects
12.00	'It Takes a Village'...	Supporting Schools and Families to Work Together: Understanding each other's values, perspective and experience
12.30	Lunch	Staff
1.30	Questions and Answers Session	Panel – Fran Owen, Karen Owen, Steve Layton, David Shaw
2.00	Developing a Shropshire Inclusion Framework	Angela Holdsworth
2.20	Change Moments	David Shaw
2.30	Close	

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An Inclusive Continuum of Provision for Learners with SEND in Shropshire

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Presenter

Angela Holdsworth MBE is CEO of the Sea View Trust, an Inclusive Trust with nurseries, primary schools, all through special schools and a specialist 19-25 college. She is also an NLE and the regional leader for SEND with Whole School SEND.

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1) Connect participants to the current SEND Landscape – The WHY?

2) Support participants to drive Inclusive School/Academy culture – The WHAT?

3) Enable participants to engage in Shropshire’s Inclusive Curriculum – The HOW?

Co-producing Inclusive Schools

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Understanding the current SEND Landscape

Why are Inclusive Schools important?

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Understanding the current SEND Landscape:

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Ofsted intends to be a force for improving the education available for all learners with SEND.

2021 Research Findings:

- Schools often took a pupil-centred approach when identifying needs and planning provision, but staff did not always know the pupils well enough to do this.
- Pupils with SEND regularly spent time out of class working with teaching assistants (TAs), but there were some concerns about social exclusion and over-reliance on a single adult.
- Occasionally, schools were teaching a curriculum to pupils that was not properly sequenced or well matched to their needs.
- Collaboration between practitioners and families supported schools in meeting pupils’ needs more effectively.
- Mechanisms for co-production with parents and carers were often in place but implementation was not always meaningful. This is likely to impact how far schools can tailor provision to children’s needs.
- School SENCOs were essential for mediating provision but experienced a range of challenges in carrying out their role.
- Schools employed a range of tailored strategies to meet pupils’ needs, sometimes supported by multi-agency services.
- Local authorities had strong ambitions for multi-agency collaboration, but this did not always translate into improved practice and positive experiences for schools and families.
- Some pupils received support from external services, but not always to the extent they need.
- This research raises questions about what ‘success’ looks like in terms of supporting children with SEND in mainstream schools.

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Understanding the current SEND Landscape:

Government

SEND Review:


Right support
Right place
Right time

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National SEND Data

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Quick Quiz



What percentage of learners in England have SEND?

What percentage of learners in England have an EHCP?

What percentage of learners in England require SEND support?

What are the 4 Broad Areas of Need?

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The Statistical Sources 2022

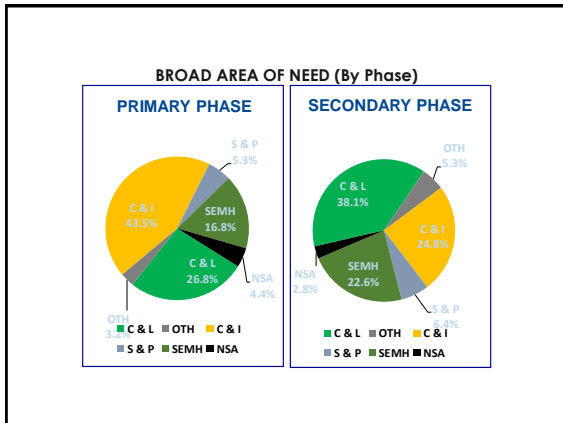
Headline facts and figures - 2021/22

4.0 <small>Percent of pupils with an EHCP (up from 3.7% in 2020)</small>	12.6 <small>Percent of pupils with SEND support (up from 12.2% in 2020)</small>
355,566 <small>EHCPs issued in England (up by 9.7% from 2020)</small>	1,129,843 <small>EHCPs issued in England (up by 9.7% from 2020)</small>

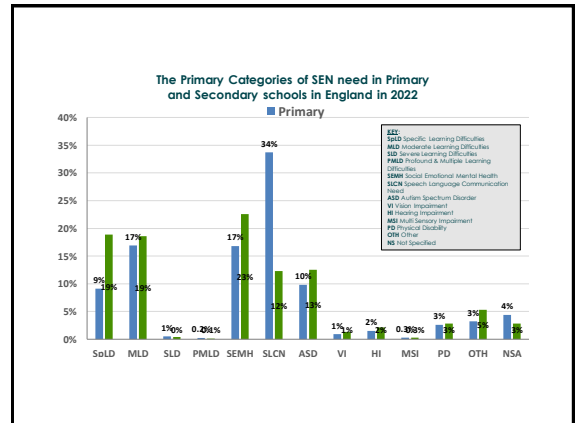
Just under 1.5 million pupils in England have special educational needs

Special educational needs in England, Academic Year 2021/22 - Explore education statistics - GOV.UK (explore.education.statistics.service.gov.uk)

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National Data: Summary



So, on average every mainstream class will have **3 or 4** learners with SEND Support Needs.

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Some Stark Statistics

<http://www.disability.co.uk>

employment or training (NEET)

- Only 8% of employers report recruiting a disabled person in the past 12 months
- Disabled people in Britain are likely to be paid less per hour than their non-disabled peers

<http://www.scope.org.uk>

- Disabled people are around twice as likely to be unemployed as


Could inclusive schools lead social change?

If schools are more inclusive might more of our learners who go on to be employers who employ people with disabilities in their team or organisation?

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Young People's Voice: Long term outcomes – What's Next ...?

- 'Job' – Meaningful work
- 'Love' – Relationships
- 'Home of my own' – Independent living



Are schools effective in preparing all young people for adulthood?
Think about your setting's Preparation for Adulthood (PfA) offer

- Does it start early enough?
- Does it address all young peoples' expectations?

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The more inclusive we make our school offer, the more options we create for learners. Embracing diversity is how we progress as a society – creativity occurs at the boundaries.

Inclusion in education is a social justice issue. We can challenge and change perceptions. We are educating the adults of tomorrow.

Everyone benefits from living in a more diverse, flexible, responsive, empathetic community.


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Towards Inclusive Trust Culture

What do Inclusive Schools look like?

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 **People**

Everyone understands their role.

Success for learners with (and without SEND) is everyone's priority

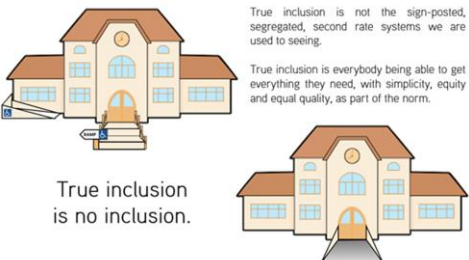
Every teacher is a teacher of SEND ... every leader is a leader of SEND ... every Governor is a Governor of SEND ...

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 **Places**

All estates are inclusive and accessible. Learning environments are designed to meet need. Specialist facilities are part of a continuum of provision.

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True inclusion is not the sign-posted, segregated, second rate systems we are used to seeing.

True inclusion is everybody being able to get everything they need, with simplicity, equity and equal quality, as part of the norm.

True inclusion is no inclusion.

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Systems

All systems, policies and procedures are inclusive by design to meet the **Anticipatory Duty**

Identification of need is rapid and accurate

Levels of provision are well understood

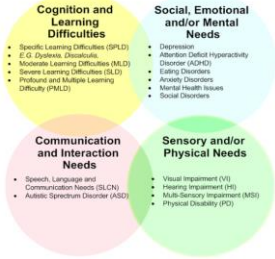
Monitoring and QA are effective



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Know your identification pattern – Compare to National

'School leaders and teaching staff, including the SENCo, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.' (SEND CoP, 2015 p.93)



- Cognition and Learning Difficulties**
 - Specific Learning Difficulties (SPLD)
 - 2:1 Dyslexia (Dyscalculia)
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulty (PMLD)
- Social, Emotional and/or Mental Needs**
 - Depression
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Eating Disorders
 - Anxiety Disorders
 - Mental Health Issues
 - Social Disorders
- Communication and Interaction Needs**
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)
- Sensory and/or Physical Needs**
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability (PD)

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££££ Finance and resources

- Levels of support and resource implications are understood
- Resources, including staff, are shared across the LA, through a responsive Outreach Offer
- Staff are well developed to succeed in their roles
- High Needs and notional SEND budgets are ring-fenced
- EHCP funded provision is quality assured

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Keys to Impactful Inclusive Leadership

How do we make the Inclusive Continuum work?

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People: Everyone understands their role.

LA and School Leaders should ensure:

- Everyone follows their **'duty to co-operate'**
- All school and LA staff supporting schools read the 'Schools' section of the Code of Practice (Chapter 6)
- Induction and appraisal for **all staff** includes reference to role specific expectations in meeting the needs of learners with SEND
- All Teachers have access to High Quality Teaching training
- TA deployment has been reviewed using EEF Guidance 'Making Best Use of Teaching Assistants' and WSS 'Teaching Assistant Deployment Review Guide'

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Systems: Identifying and meeting need

School leaders should ensure:

- Schools have engaged in self-evaluation using the SEND Review Guide
- Co-production with children and families ensures parental and pupil engagement is valued
- SEND registers are regularly cleansed and breakdown of need to national is compared annually
- Staff have clarity on the referral process for new identification of need

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Systems: Levels of Provision

Ensure Leaders at all levels (and all staff) have the three levels of provision

Universal Provision- A whole academy ethos, culture and values, underpinned by High Quality Teaching and Learning that is adapted and tailored to meet the individual needs of the majority of children and young people, including those with and without SEND.

Targeted Provision- Educational provision that is 'additional to' and 'different from' the Universal provision. This provision is provided for those learners with SEN support needs. *In accordance with the Children and Family Act, 2014, schools and colleges must use their best endeavours to ensure such provision is made for those who require it.* (CoP 1.25 pg 25)

Specialist Provision- Educational provision that is designed specifically to meet highly personalised need, typically this provision that would be identified through an Education, Health Care Plan (EHCP).

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Levels of Support ...

Universal
Targeted
Specialist
Offer

The Targeted 'SEND Support' Offer is not a fixed offer. School Leaders have the opportunity to be brave and strengthen their Universal Offer to be more inclusive.

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The Graduated Approach

1. Assess - SEN Support: The child and family at the heart of the process.

2. Plan - SEN, EHCP, SEND Code of Practice: Plan to meet individual needs and support delivery. Review school system, deliver and adjust.

3. Do - Implement plan, Check, adjust: Implement plan, check, adjust. Review progress, adjust plan.

4. Review - Review progress, adjust plan: Review progress, adjust plan. Review progress, adjust plan.

High-quality teaching, working and whole-school systems for meeting diverse, individualising and personalising provision.

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The Shropshire Continuum of SEND Provision

SPECIALIST Tier 3: Specialist SEND Provision in Specialist Schools

SPECIALIST Tier 2: Specialist SEND Provision in Specialist SEND Hubs attached to mainstream schools

- Cleobury Mortimer Primary School
- Lazonby Child School
- St Lawrence CoE Primary School
- St Mary's Bluecoat CoE Primary School
- Shrewsbury Cathedral Catholic Primary School
- St Andrew's CoE Primary School
- Whittington CoE Primary School
- Kinnerley CoE Primary School
- The Kettlewate Centre
- St John Tabata School

SPECIALIST Tier 1: Provision for learners with EHCIPs in mainstream EY, Primary, Secondary & FE

TARGETED: All mainstream provision EY, Primary, Secondary & FE

UNIVERSAL: All mainstream provision EY, Primary, Secondary & FE

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Shropshire Specialist SEND Hub Provision KS1/ 2

Host School	Opening date	Age Range	Type of Need*	Commission Places	Occupancy
Cleobury Mortimer Primary School	September 2022	KS1 & 2 R-Y6	Complex Language Communication & Interaction Needs	8	6 R-Y3
Kinnerley C of E Primary School	2018	R-KS1	Communication and Interaction including ASC, SEMH & MLD	8	6 R-Y4
St Mary's Bluecoat C of E Primary School	September 2019	KS2 Y3-Y6	SEMH and ASC Age related and below	10	9 Y2-4
St Andrew's C of E Primary School	2019	KS2 Y3-Y6	Communication and Interaction SEMH MLD	8	8
Shrewsbury Cathedral Catholic Primary School & Nursery	2018	KS2	Communication and Interaction ASC & SEMH	5	5 Y2-4

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Shropshire Specialist SEND Hub Provision Primary

Host School	Opening date	Age Range	Type of Need*	Commission Places	Occupancy
St Lawrence C of E Primary School	September 2020 - to pupils January 2021	R-Y6	Communication & Interaction Need Age related and below	8	5
Whittington C of E Primary School	January 2018	KS1 & 2	Communication and Interaction ASC & SEMH	12	12

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Useful free stuff!!



<https://www.wholeschoolsend.org.uk/resources>

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Q&A



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Setting the context of SEND in Shropshire

David Shaw, Shropshire Council
Assistant Director, Education and Achievement

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Our Vision

"Shropshire children and young people with SEND to be healthy, happy and safe, and able to achieve their potential to lead a fulfilling life.

We want them to have, and to expect, the same opportunities in life as other children and young people."

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Shropshire's Vision "Shropshire living the best life!"

Our vision and strategy have begun to connect to enable greater alignment of strategic development and a single system view. A family view.

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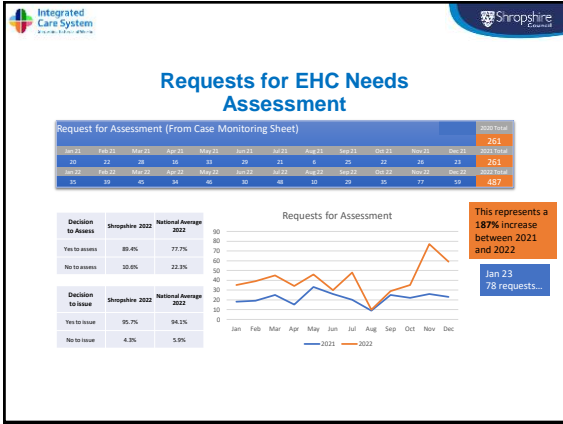
Key personnel - New or amended roles introduced since January 2020

Role	Name	Time in post	Role	Name	Time in post
Executive Director People (EDP)	Tanya Miles	3yrs, 5mths	Director of Delivery and Transformation ICS Executive Lead for SEND	Sarah Robinson	3yrs, 5mths
Executive Director of Health, Wellbeing and Prevention (EDHP)	Rachel Robinson	3yrs, 5mths	ICS Director of Partnerships and Place (SEND BRO)	Claire Parker	3yrs, 5mths
Chief Executive	Andy Bagley	3yrs, 2mths	Designated Clinical Officer (DCO) (Resigned Sept 22 (6 months community leave))	Jennifer Griffin	3yrs, 5mths
Portfolio Holder Children and Education	Cap. Nicola Hurst-Knight	3yrs, 5mths	Service Manager Disabled Children's Team	Steve Ladd	4yrs, 2mths
Portfolio Holder Adult Social Care and Public Health	Col. Simon Jones	3yrs, 2mths	Designated Social Care Officer (DSO)	Sharon Graham	3yrs, 10mths
Assistant Director Education and Achievement (LAND)	David Shaw	3yrs, 5mths	Clinical Director - Shropshire Care Group - MPFT	Anna Macdonald	4yrs, 2mths
Service Manager SEND and Inclusion	Karen Levell	3yrs, 5mths	Head of Nursing, AMPs and Operations (CYP & CDO)	Nelen Cooper	3yrs, 10mths
Assistant Director Children's Safeguarding & Social Care	Sonya Milar	3yrs, 5mths	Assistant Director - Integration & Healthy Population	Paula Mewson	3yrs, 5mths
Assistant Director Adult Social Care	Natalie McFall	3yrs, 11mths	Assistant Director of Joint Commissioning (AJCS)	Laura Tyler	3yrs, 2mths
Principal Educational Psychologist	Steve	3yrs, 4mths	Joint Head of Joint Partnerships (J&P)	Patrycja Bennett	3yrs, 10mths
			Head of Early Help, Partnerships & Commissioning	Fran Doyle	3yrs, 5mths

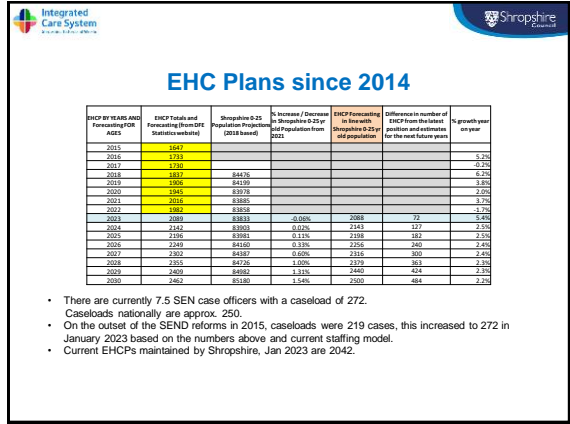
Parent and carer engagement and support services

- The Parent and Carer Council (PACC) supports and empowers Shropshire Parent Carers of children and young people with Special Educational Needs and Disabilities aged 0-25 to have their voices heard, and to influence change locally. PACC was established as a charity in 2008 and operates as a representative organisation. They currently have a small team of volunteers supporting their work and provide representation to the Shropshire Council Area SEND Parent Carer Community as a CSE Injured Parent Carer Forum.
- SENDIAS - Shropshire IASS provides information, advice and support to parents and carers of children and young people aged 0 - 25 and young people aged 16 - 25 who have or may have special educational needs and/or disabilities. The service operates independently through Citizens Advice Shropshire. Referrals are received directly from parents and carers and young people. The service meets the Department for education's (DfE) quality standards for providing information, advice and support.

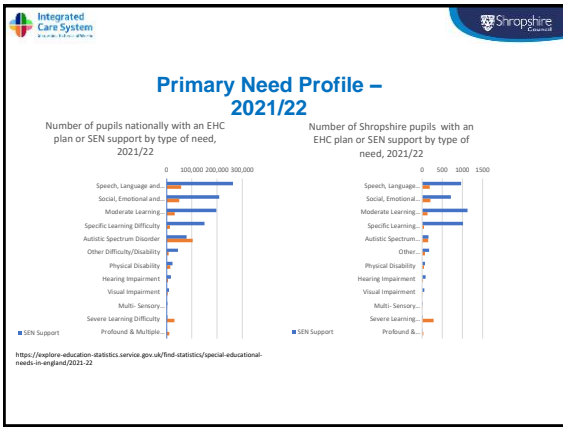
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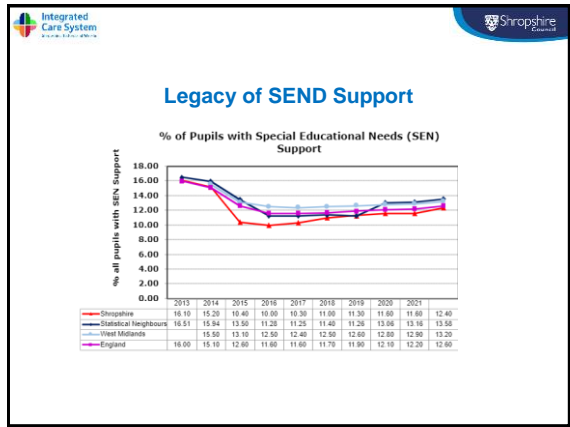
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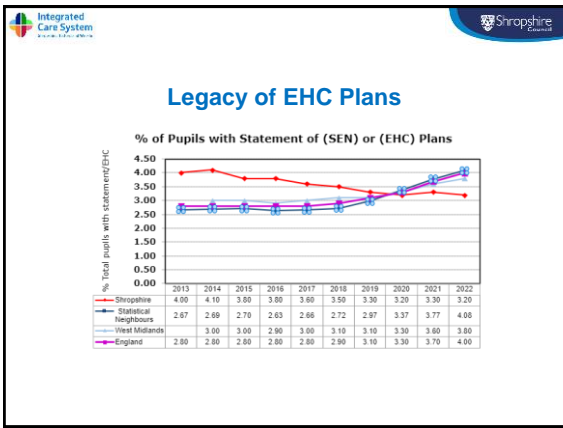
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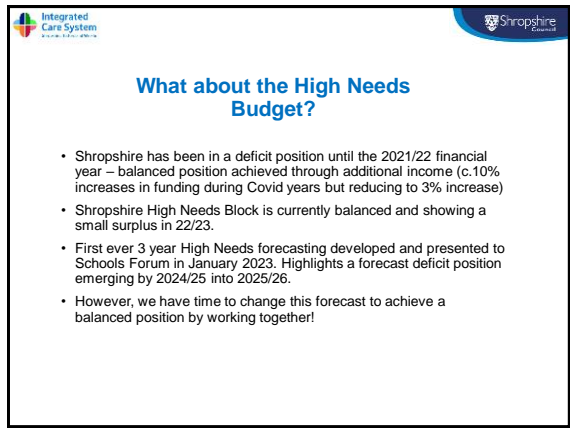
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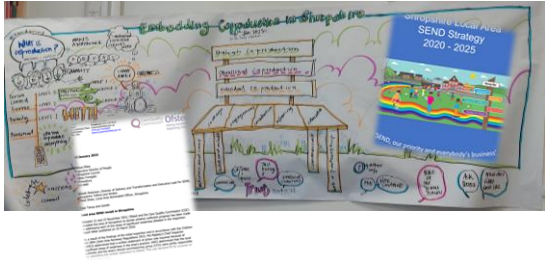
So what does this all mean?



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So what does this all mean?



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Draft Inclusion Strategy – End of Year 1 Outcomes

"Shropshire children and young people to be healthy, happy and safe, and able to achieve their potential to lead a fulfilling life. Living their best life."

Shropshire children and young people must be able to;

- Belong to highly inclusive learning settings;
- Attend their learning setting all day, every day;
- Communicate confidently and share their views;
- Be valued members of their community and supported to achieve their next steps in life;
- Access the right support at the earliest opportunity to avoid, or prevent, concerns escalating.

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Our shared commitment

"Shropshire children and young people with SEND to be healthy, happy and safe, and able to achieve their potential to lead a fulfilling life."

We want them to have, and to expect, the same opportunities in life as other children and young people.




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We need your feedback!

Draft Inclusion Strategy Outcomes Feedback

- Do you agree with the inclusion strategy vision?
- Do you agree with the outcomes included?
- What is missing or should also be included?
- Who else should be engaged in coproducing the strategy?
- How should the Area SEND Partnership gather feedback on the effectiveness of the strategy?



[Go to results](#)

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We need your feedback!

What support should we develop in Shropshire to help you remove the barriers to learning/engagement?

1. Phase
2. Support choices
 - Additional specialist places
 - Additional alternative provision
 - Additional specialist advice on teaching pedagogy/curriculum/environmental changes/reasonable adjustments
 - Additional specialist advice on SEMH/emotional well-being and mental health support
3. other ideas



[Go to results](#)

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The Power of Relationships

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Who are TMBSS?

Tuition, Medical and
Behaviour Support Service

Not as one parent felt it should stand for...

Teach, My Boy Some Sense...

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Focus:

- Who are we and who do we cater for?
- Why do vulnerable children arrive at TMBSS and what challenges do they arrive with?
- Relationships

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Who do we cater for?

The Tuition, Medical and Behaviour Support Service exists to meet the needs of pupils aged between 5 and 16 countywide, who cannot be taught in school for a period of time.

- Ongoing assessment of their needs
- Unable to access mainstream placement
- Recovering from illness
- Awaiting a new placement
- Permanently excluded

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Where are we?

Years 1 – Yr 3 attend The Monkmoor Education Centre. (Shrewsbury)

Years 3 – 6 attend The Harlescott Education Centre (Shrewsbury)

Dual - Registration

Excluded students

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Key Stage 3 and 4 pupils are placed in one of our five secondary Centres.

- Bridgnorth
- Sundorne
- Oswestry
- Hook-a-Gate
- Ludlow
- Dual Registration
- Permanently excluded

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Hospital Coordinators

Children of statutory school age who are attending hospital, or are too ill to attend school, have access to learning through support from our Hospital Coordinators.

- Alice Ward at The Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Trust, Gobowen (RIAH)
- The Princess Royal Hospital, Telford (PRH).
- Whilst on the wards, Hospital Coordinators liaise closely with the students' school to ensure continuity in learning
- Once the student is discharged, Hospital Coordinators ensure appropriate education provision is accessible for these young people

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Virtual Centre

We also have a 'Virtual Centre' which delivers 1:1 tuition in the home.

This can include, although is not exclusive to the following barriers:

- Mental Health and Emotional challenges
 - e.g. School Phobics
 - Extreme social - anxiety
- Serious medical needs

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Destinations

- Return to full time mainstream school (either their existing school or a fresh start in another school)
- Specialist provision (When students already have an EHCP)
- Apply for an EHCP for the following reasons
 - Further support to access mainstream placement
 - Specialist Placement is needed
- Remain on a shared placement for a further period of consolidation
- Post-16 Education
 - Education
 - Employment
 - Training

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Our Vision

We are driven to support each student, inspiring them to reach their full potential by removing barriers to access an aspirational, personalised curriculum; empowering students for the next stage of their education and beyond. We work to ensure that each student is;



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TMSS Prioritises the following:

Well-Being: Well-being is essential for our entire community. We work to create a safe, caring environment in which everyone is physically and mentally healthy, happy and ready to learn. Safeguarding is at the heart of everything we do.

Overcome Barriers: Our students are able to overcome barriers as their specific personal, social and academic needs are identified and met. We strive to improve student resilience, motivation, self-confidence, independence, attendance and engagement with education.

Relationships: We establish and maintain positive working relationships with students, parents, multi-agency professionals and the local community. We model these effective relationships for our students, providing the tools for them to form their own.

Lifelong Learning: We create nurturing, challenging and empowering learning opportunities for students and a good education regardless of circumstance. We offer a broad, balanced curriculum on par with their mainstream peers that is ambitious, relevant and accessible for all students, extending beyond the academic.

Developing a voice: We guarantee everyone within the community has a voice and that their contribution is valued.

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We aim to do this by...

Reflection: We improve future performance through the continuous evaluation of our practice. We provide opportunities to succeed while valuing and reflecting on times we do not.

Enrichment: We enrich the lives of our students, raising aspirations and extending beyond the curriculum.

Achievement: We develop and celebrate the achievements and successes of each individual with a route to appropriate accreditation and qualifications.

Diversity: We promote tolerance and respect for individual differences, abilities, needs and beliefs.

Resilience to Success: We equip children and families with the knowledge, skills, independence and resilience to face next steps and future challenges, preparing for adulthood and life in modern Britain.

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Each student within TMBSS will have usually experienced one of these three challenges:

- ACEs – Adverse, Childhood, Experiences
- Neuro-diversity
- Mental Health and Medical Needs

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Our Culture at TMBSS

Relationships

- Students
- Parents and carers
- Schools
- Services and Agencies

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Not all super heroes wear capes!

- SEN Team
 - Education Access Service/EWO
 - Social Care
 - NHS
 - We Are With You
 - Branch
 - Purple Leaf
 - BeeU
 - Beam
 - Police
- and many more...

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Key to success...

Relationships

Without relationships, support cannot be as effective as it could/should be.

- Relationships with students
- Relationships with parents – Trust, sincerity, humility, being open and honest
- Delivering what you say you're going to deliver (not guaranteeing the outcomes, but the process - nobody has a magic wand)

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With strong, respectful relationships, only then can we begin to remove barriers for our students and therefore improve their outcomes and prepare for their next steps...

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***“Alone we can do so little.
Together we can do so
much.”***

Helen Keller

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Developing the ND Training Offer

Steve Laycock
Interim Principal Educational Psychologist



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What do we mean by Neurodiversity

Neurodiversity =

- The diversity of human minds,
- The infinite variation in neurocognitive functioning within our species.
- Basically, we are all different!

<https://neuroqueer.com/neurodiversity-terms-and-definitions/>

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What do we mean by Neurodiversity



[Autism acceptance 2022 The Neuro Bears - YouTube](#)

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We need your help!

To ensure the training is relevant to schools and settings, we need some information from you.



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WHAT IS THE RIGHT LANGUAGE TO DESCRIBE

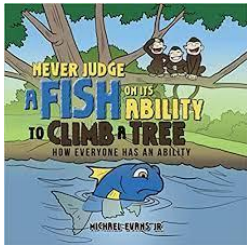
AUTISM?

• [Language of Autism Project: Short film \(with subtitles\) - YouTube](#)

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What do we mean by Neurodiversity



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THANK YOU FOR YOUR INPUT TODAY

Developing Inclusive Practice 2
Will be held on
Friday June 30th

Please keep the date in your diary
Details will follow

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