

# Welcome - and some Ground Rules

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**Welcome** and **thank you** for joining us for this virtual training session.



As participating virtually is different to face to face, we would like to suggest the following ground rules:

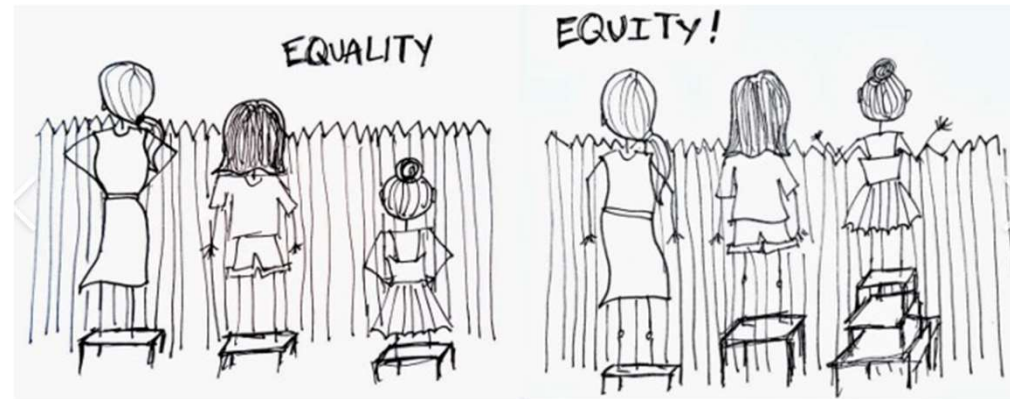


- Please **Mute** your microphone and turn off your video when not speaking – we have a large number of participants present today and this may mean that we experience feedback or slowing of the network connection if everybody has their microphone and video on. However, we would like to see you if you ask a question, please, so feel free to switch on both your microphone and video in these instances.
- If you would like to ask questions, please use the **raise your hand** facility or use the **chat** function in Teams
- Please keep discussion in the ‘chat’ relevant – the person presenting may not be able to see your comments but we will have someone monitoring it in order to make sure all questions are answered.

# Agenda for today

What	Who	When
Arrival – to use the Chat function to register attendance		9:15
Welcome and Housekeeping for Teams' Meeting	Locality SEND Team Manager	9:25
Introduction to the SEND Transformation Programme	Sheridan Dodsworth or Mary Meredith	9:30
Explanation and demonstration of the Valuing SEND Tool	IMPOWER	9:55
Break-out session to complete the Valuing SEND Tool individually and opportunity for short comfort break		10:15
Valuing SEND feedback and Q&A session	IMPOWER	10:55
Comfort break		11:25
SEND Advice Line, Lincolnshire (SALL) & the Inclusion Toolkit	James Bird	11:30
Thank you and session close	Locality SEND Team Manager	12:00

# Lincolnshire's High Needs Strategy, 2020-23

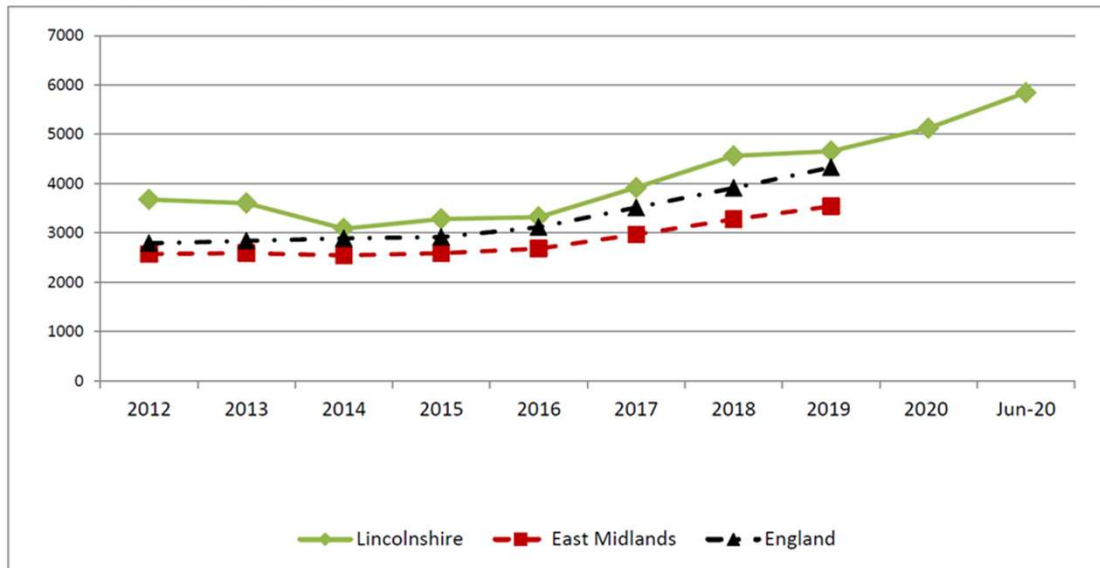


A Summary of the **Ten Point Plan**

# Local & Lincs Context

## SEND EHCPs

Number Of Children With an EHC Plan



# Three Underpinning Principles

1. Our HNS is trauma-informed & relationships-based
2. It promotes the social model of SEND
3. It is strengths-based

"Trauma is perhaps the most avoided, ignored, belittled, denied, misunderstood, and untreated cause of human suffering".

*Dr. Peter Levine*



Beacon House  
[www.beaconhouse.org.uk](http://www.beaconhouse.org.uk)

# 10 Point Plan Summary

## **Enhance the quality of early intervention (1-3)**

VSEND tool, Inclusion Toolkit, Ask SALL, workforce development

## **Introduce robust practice standards (4-6)**

Transparent Lincolnshire expectations – revised statutory pathway guidance

## **Enable step-down (7-10)**

Support transition from special to mainstream, introduce resource bases

# The Valuing SEND approach and tool

Geoff Hinkins, Sarah Hart, Richard Hunte  
IMPOWER

# What we'll cover

<b>1</b>	<b>What is Valuing SEND?</b> <ul style="list-style-type: none"><li>• Context – where the approach has come from</li><li>• Aims and objectives of the approach</li><li>• The tool at a glance</li><li>• When you might use the tool</li></ul>
<b>2</b>	<b>How to use the Valuing SEND Tool</b> <ul style="list-style-type: none"><li>• Virtual walkthrough of the Valuing SEND Tool</li></ul>
<b>3</b>	<b>Activity – complete the tool yourself</b> <ul style="list-style-type: none"><li>• Opportunity to have a go at using the tool for a 'case study'</li><li>• Feedback and reflections</li></ul>

**If you haven't already you will need to download a copy of the 5-25 tool for the exercise – this has been sent via email.**

**If you haven't got it, please let us know and share your email address in the chat so we can resend it now.**



# What is Valuing SEND?

# Context

In May 2019 Norfolk, Hertfordshire and Oxfordshire County Councils began working together to develop a new approach to capturing and understanding the needs of children with special educational needs, with support from the public sector consultancy IMPOWER. This demonstrated the following shared challenges across all three counties:

It is difficult to understand needs holistically, and to capture changes over time

There is not a single view of needs to inform support planning and decision making

It is difficult to understand the impact of support on children's needs and outcomes

These factors make strengths and needs-led planning and practice challenging for professionals

With support and contributions from education settings, local professionals and parents/carers and IMPOWER these counties developed the Valuing SEND approach and tool.

# Aims of Valuing SEND

Shared ambition for the Valuing SEND approach:

Improve children's **long-term outcomes and inclusion**

**Improve the experience** of families and professionals across the system

Valuing SEND aims to achieve this by:

1

Developing a single, rounded picture of the needs of children and the support they need to succeed and prosper within and outside of their education - from birth to adulthood.

2

Using this as the foundation for planning and commissioning of support, monitoring of progress and evaluation of support at a child and cohort level, and to enable earlier and more co-ordinated intervention.

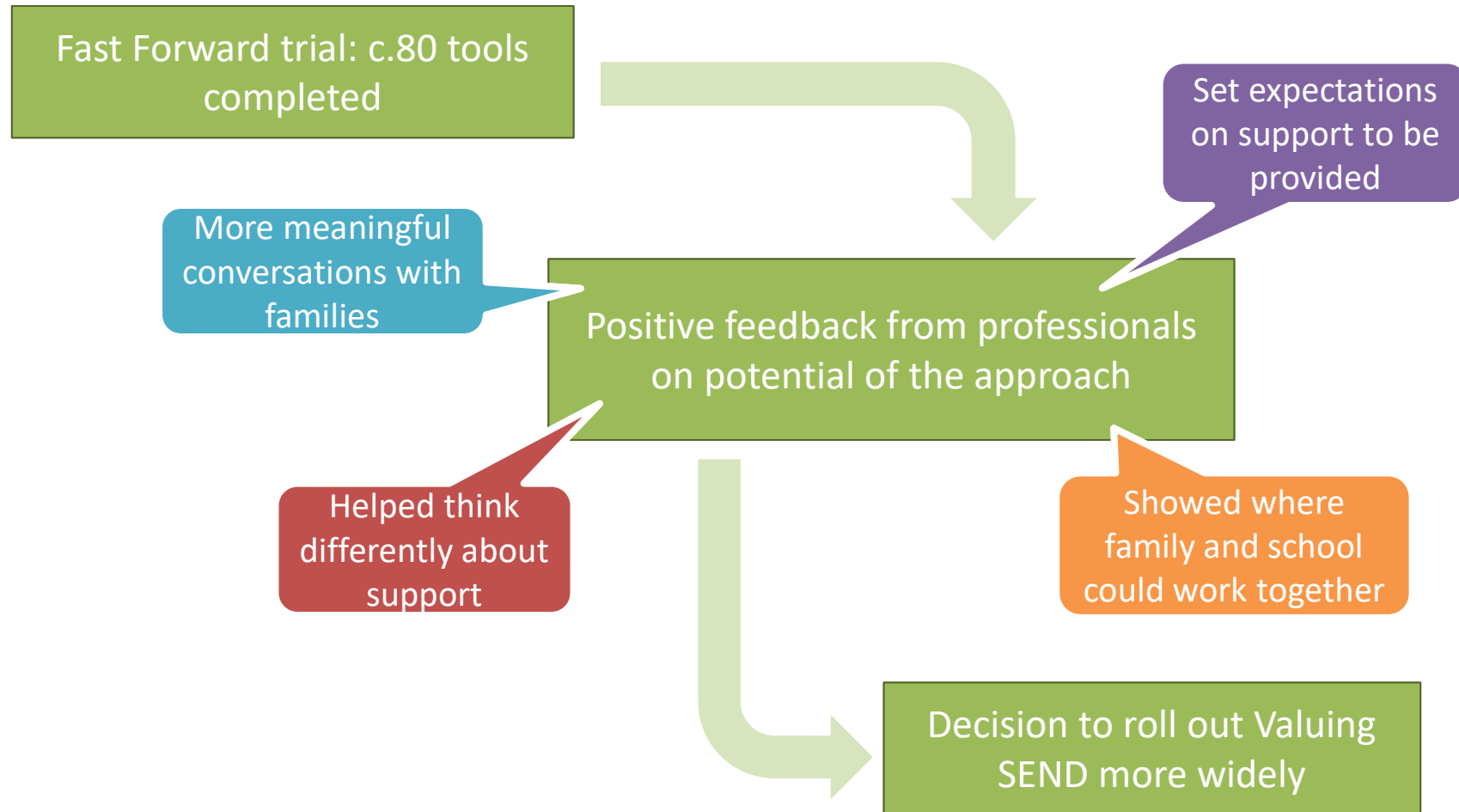
# Impact and insight

Valuing SEND has been trialled across a number of Local Authorities and have demonstrated impact in a variety of ways throughout the High Needs system.

**Valuing SEND has:**

- **Shifted views of professionals and parents** around how best to support needs
- **Informed panel discussion** and decision making on how best support to meet need
- **Evidenced impact** of setting/ support on meeting the needs of individuals
- **Strengthened and improved approaches to reviews** of plans and support

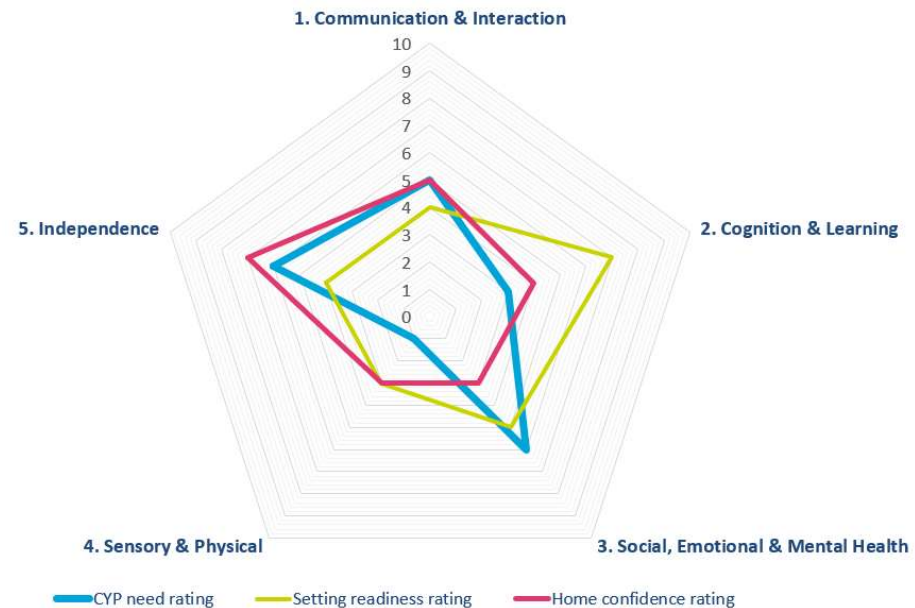
# Valuing SEND in Lincolnshire



# What is the Valuing SEND Tool?

The Valuing SEND tool enables an assessment of:

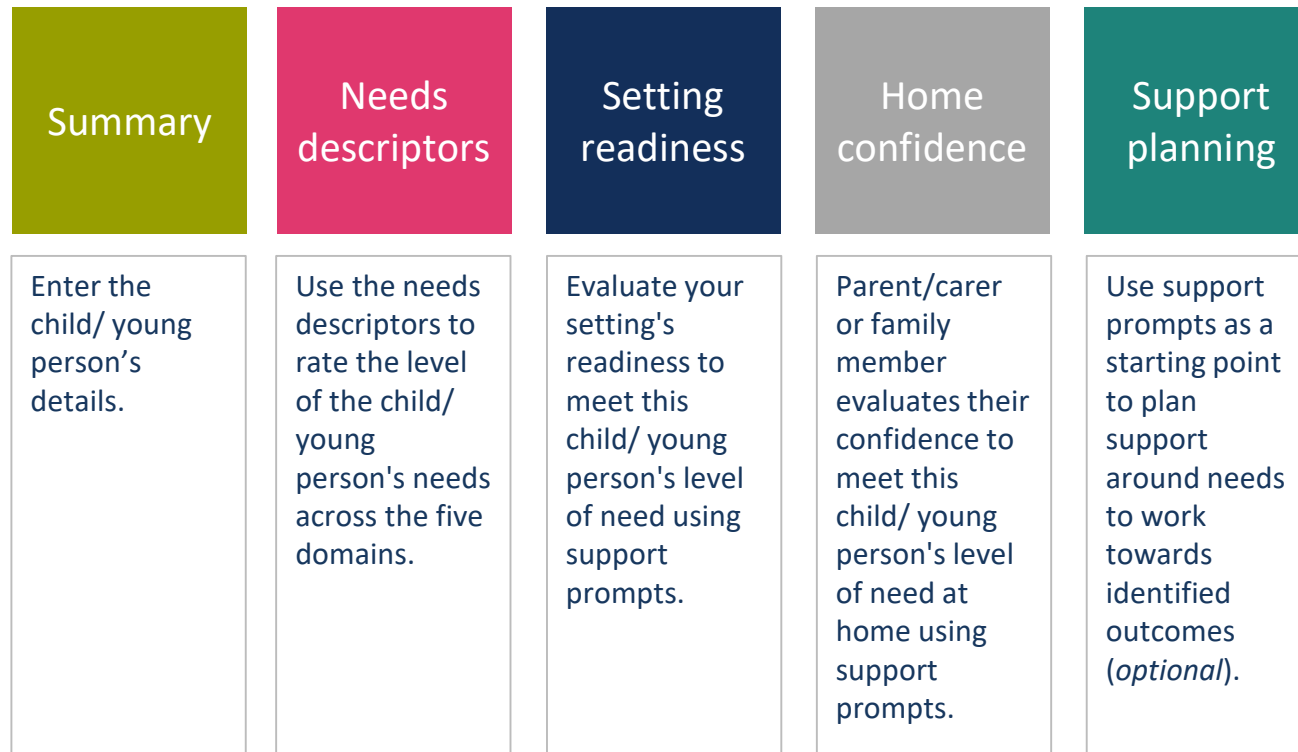
- A child or young person's needs across 5 key domains – cognition and learning, communication and interaction, sensory and physical, social emotional and mental health and independence
- The readiness of the educational setting to meet needs across the 5 domains
- The readiness of the home environment to meet needs across the 5 domains



The outcome of the assessment is shown through a radar chart, giving an 'at-a-glance' view of where need is being met and where more support may be required.

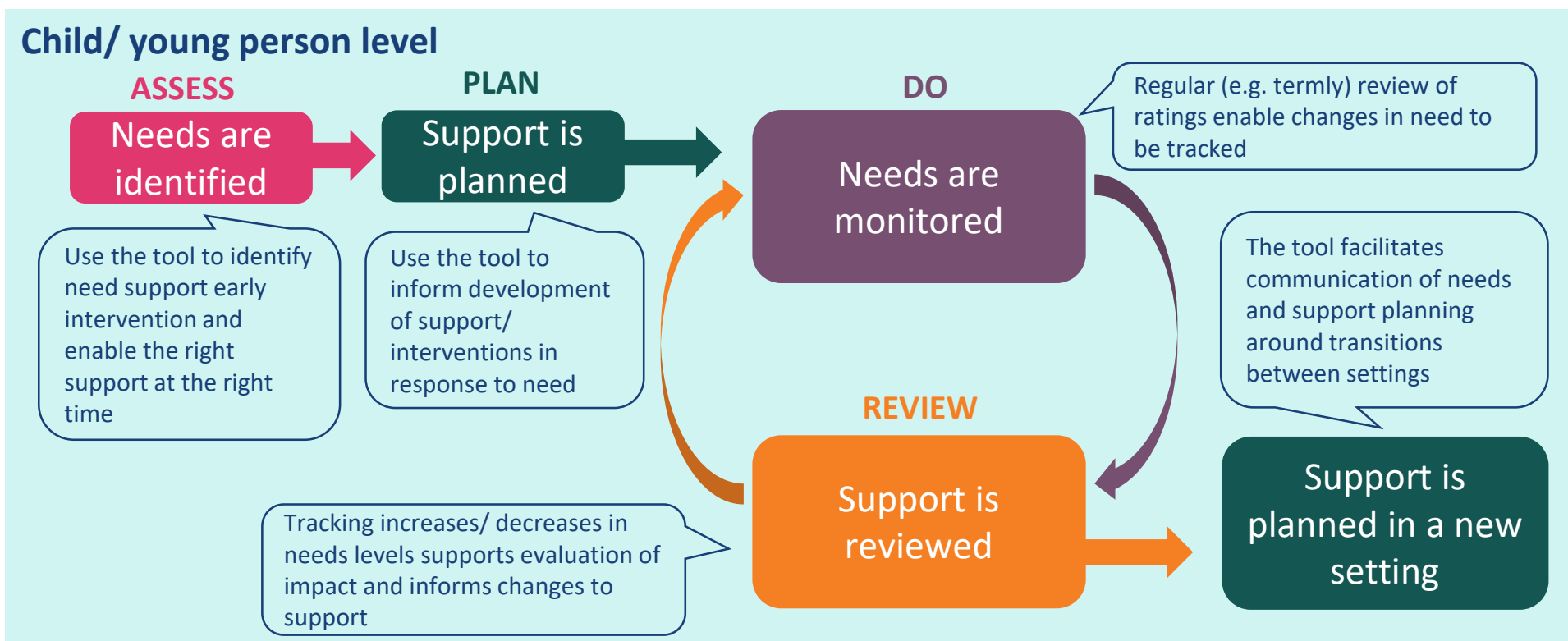
# The tool at a glance

The diagram below sets out 5 key stages to the Valuing SEND tool, and how they are completed at each stage:



# When to use the tool

The tool has been designed for use for any child/ young person with additional needs, from birth through to age 25. Consistent use of this tool will allow a clear picture of how needs change over time, both for the individual child/ young person, and for the setting as a whole.

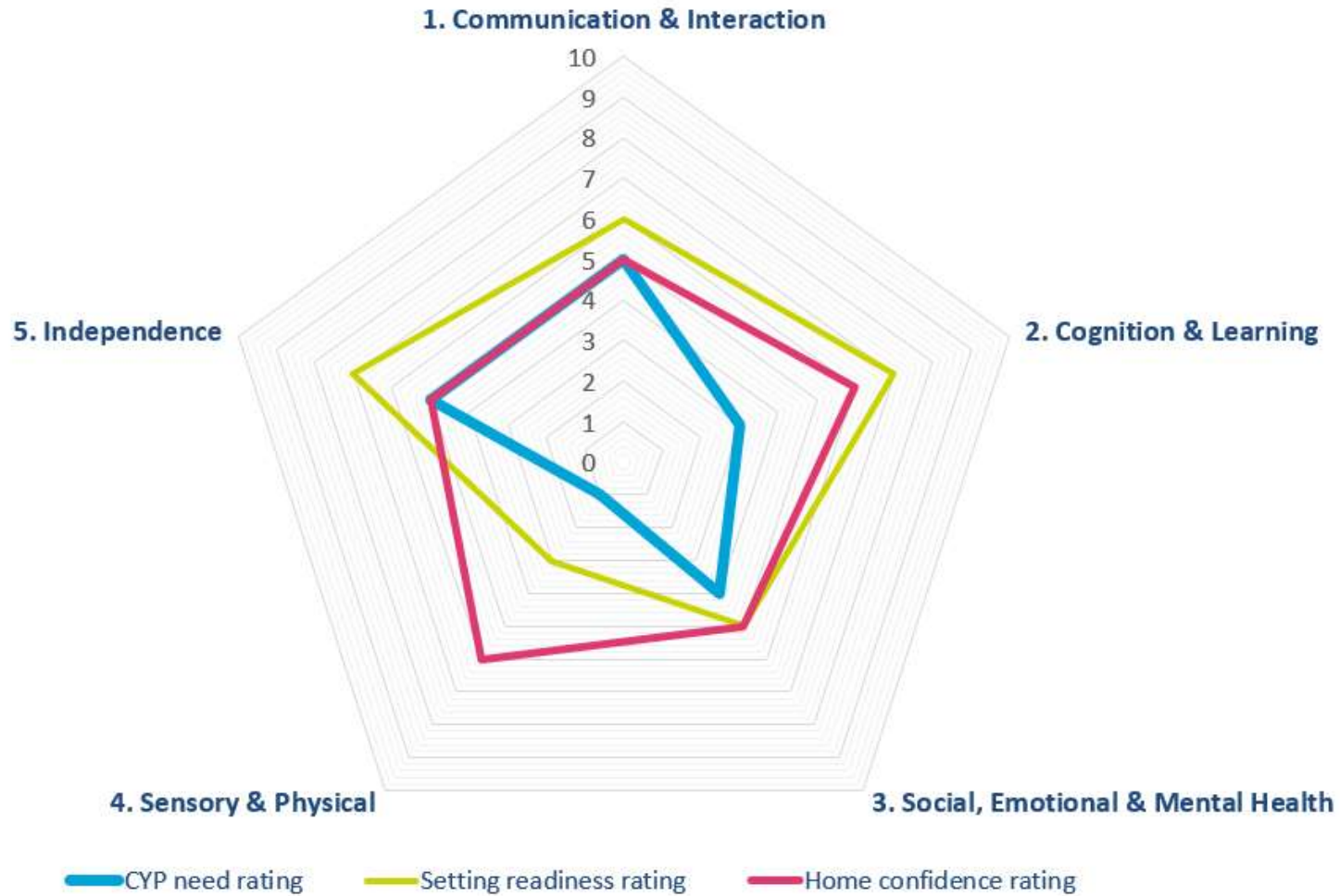




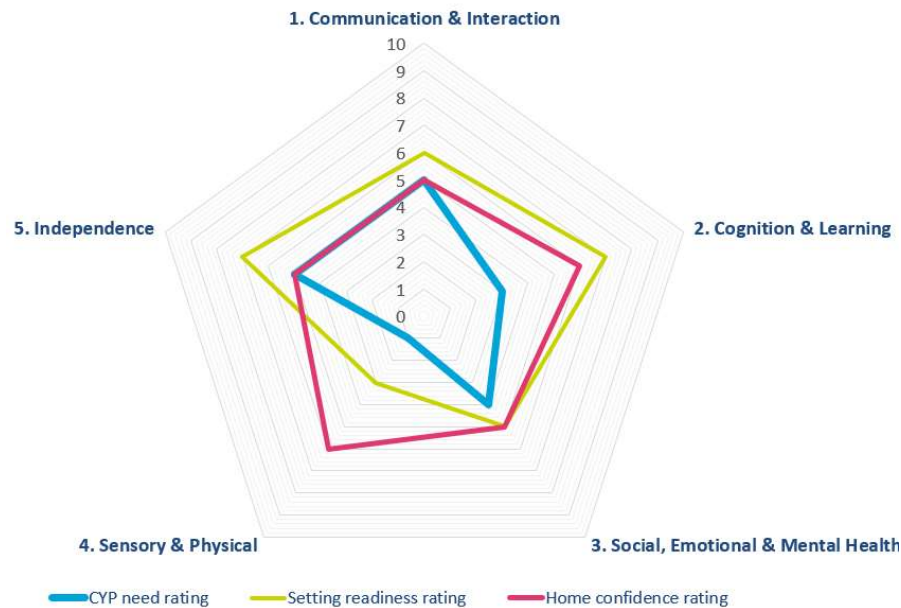
# How to use the Valuing SEND Tool

## Case A: 'Tom'

Tom is 16 and will be transitioning into KS5 next year.



## Case A: 'Tom'



### SUMMARY

Tom is a 16 year old male who will be transitioning into KS5 next year. Tom has social communication difficulties and finds age appropriate interactions problematic. He finds lessons that make demands on his written language, reading and spelling skills difficult; these levels are below age expectations.

Tom has difficulties with focus and auditory short-term working memory. His 'self-concept' was assessed as being "much lower than average" and his 'anxiety' as being in the "extremely elevated" range. He has bladder control issues which may require frequent toilet breaks at times. He is on the SEN register and has an EHCP.

SUMMARY	CYP need	Setting readiness	Home confidence
1. Communication & Interaction	5	6	5
2. Cognition & Learning	3	7	6
3. Social, Emotional & Mental Health	4	5	5
4. Sensory & Physical	1	3	6
5. Independence	5	7	5

**VALUING SEND:** Tom's needs profile sits within the setting readiness to support needs.

Tom's profile largely sits within the home confidence to meet needs, but more support may be needed on independence and communication and interaction.

## Activity: Complete the tool yourself

You now have **40** minutes in which to try completing the tool yourself and to take a short comfort break if you need one.

### Activity

Please try to spend half an hour of this time working through the **needs descriptors** and **setting readiness** sections of the tool individually for either:

- A child you know (but please anonymise when discussing their case)
- A fictional child based on your experience

### Feedback

After the exercise we'll ask you to feed back on how you found using the tool including ease of use, potential benefits or challenges you can see in using it and any questions.

**Please post your comments and questions in the chat.** We will try to respond to as many of the key themes coming up through questions/comments as possible.

# Feedback

**Please post your comments and questions in the chat.** We will try to respond to as many of the key themes coming up through questions/comments as possible in the time we have.

How did you find using the tool? Do you have any questions or comments on...

- Ease of use and functionality
- Potential benefits in using the tool
- Potential challenges in using the tool



# **SEND Advice Line, Lincolnshire (SALL) & the Inclusion Toolkit**

James Bird

# SEND Advice Line for Lincolnshire (SALL)

Introducing the new advice line to provide support to schools following the period of 'lockdown' and as we move into the 'new normal'

# SALL Service overview

## Purpose

To support settings to understand and meet the needs of CYP, delivering better outcomes and maximising inclusion, without the need for an EHC Needs Assessment. SALL will do this through provision of information, advice and guidance and signposting.

## Support offer

The service will offer settings:

- An initial informal conversation with member of the core team to discuss the individual child/young person or broader school issue (e.g. relating to a specific cohort or issue) and provide information, advice and guidance (IAG)
- Where appropriate, a more in-depth follow up conversation (by appointment) with a relevant team member to review the case in more detail and provide IAG
- Signposting to the Local Offer, inclusion toolkit and other services and the Valuing SEND tool to better understand and meet need

## Intended impact

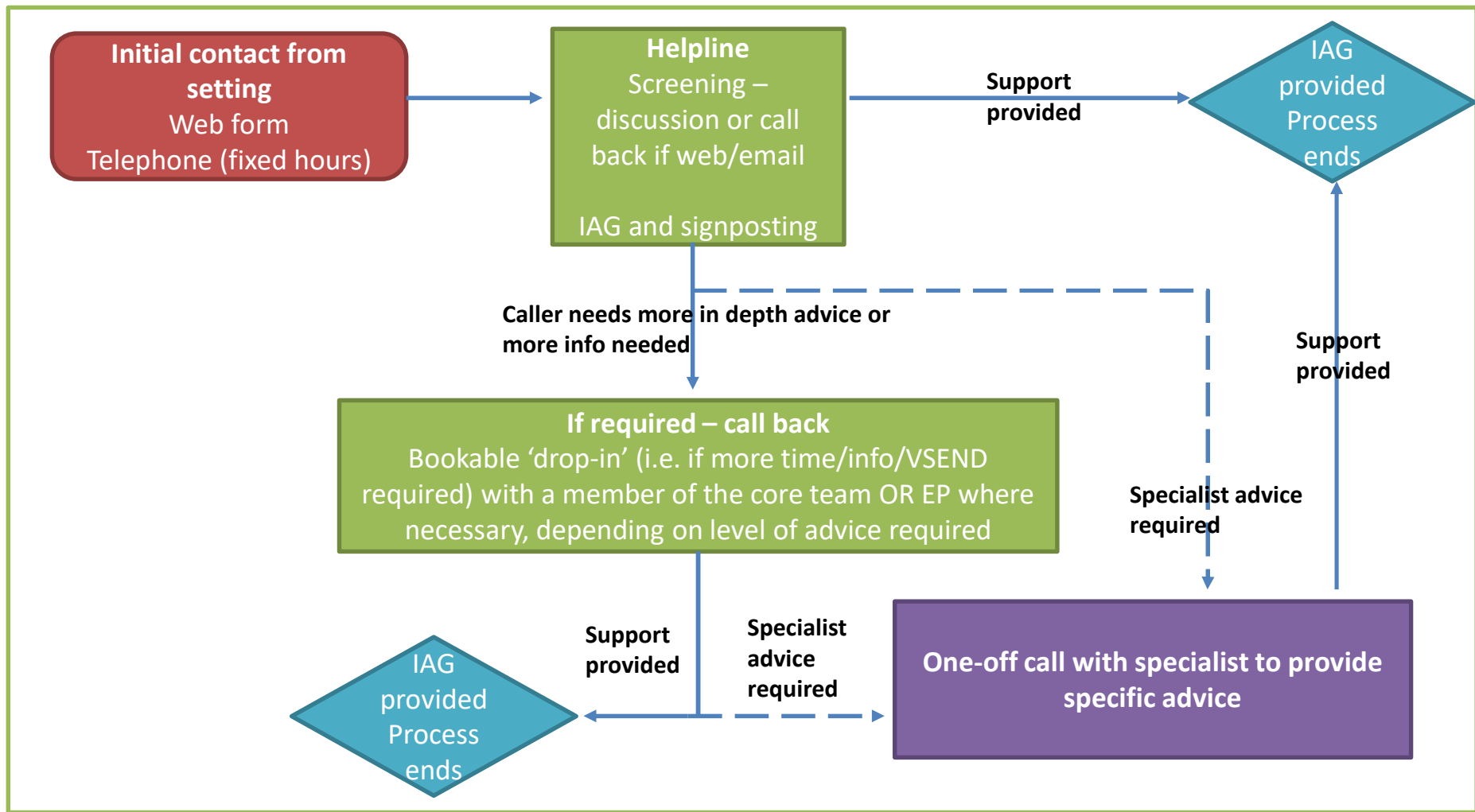
The SALL is key to efforts to:

- Ensure children's needs are understood and met at the earliest point to support better outcomes and inclusion, avoiding the need for specialist provision where possible



# How it will work

SALL will employ a strengths-based approach, with the aim that the majority of callers are supported at the first interaction.



# How settings can access this support

**SALL will be launching from week commencing 14<sup>th</sup> September.** Settings will be able to get in touch with the team by:

- Submitting a short form via the Local Offer
- Calling the dedicated number for the team

## **A note on personal data!**

Please note that to help us support children better and to understand the impact of the SALL the team will ask for limited personal information on each child.

In order to share this information the setting should check whether this is covered under their usual privacy notice.

# How to Contact SALL

<https://lincolnshire.fsd.org.uk/asksall>

## Local Offer

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/localoffer.page?familychannel=2>

Confirm email address Required  
james.bird@lincolnshire.gov.uk

Preferred method of contact Required  
 Telephone  
 Email

Preferred contact date Required  
11/09/2020

Preferred contact time Required  
 Morning  
 Afternoon

Any time you are not available during your preferred contact time? (for example teaching times)  
8.30-9.30 am

Next >



**01522 553199**

# Local Offer

Local Offer for SEN and Disability x +

lincolnshire.fsd.org.uk/kb5/lincs/fsd/localoffer.page?familychannel=2

https--www.ncer.or... Databridge Imported From IE Occupational Health Pupil Age Calculator LCC Internal Jobs Login to UNIT4 Rec... LCC Employment &...

Ask SALL - SEND Advice Line, Lincolnshire

Where do I start with SEND? Early Years Education Health

Play and leisure Social Care Support Groups Transport

You said, we did! Transitions and preparing for adulthood COVID-19 Find a Local Offer

## Related Advice

- [Lincolnshire SEND Strategy](#)  
Welcome to the Lincolnshire County Council 2017-2020 Strategy for Children and Young People with Special Educational Needs and Disabilities. This strategy sets out the vision, aspiration and priorities for developing and improving the support and provision for children and young people with special educational needs.



Back to top

# Online Form

Ask SALL - SEND advice line for L x Local Offer for SEN and Disability x +

uat.lincolnshire.gov.uk/xfp/form/608#q73fec4b139020bc0df8385ac3f3dac5d360e0bbb\_0


https--www.ncer.or... Databridge Imported From IE Occupational Health Pupil Age Calculator LCC Internal Jobs Login to UNIT4 Rec... LCC Employment &...

 Search...  My Account Menu


Home > Forms > Ask SALL - SEND advice line for Lincolnshire

## Ask SALL - SEND advice line for Lincolnshire

### Your details

To find out how we use your data, [read our privacy notice \(opens in a new window\)](#).  


**Date of enquiry** *Required*

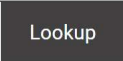
08/09/2020 

How to enter your address

1. Enter your postcode
2. Select Lookup
3. Choose your address from the menu

**Setting address** *Required*

Postcode

SW1A 1AA 

Windows taskbar: 14:31 08/09/2020

# Confirmation

Ask SALL - SEND advice line for L x Local Offer for SEN and Disability x +

uat.lincolnshire.gov.uk/xfp/form/608

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## Ask SALL - SEND advice line for Lincolnshire

**Thanks for completing this form.**

Your submission reference is 8583

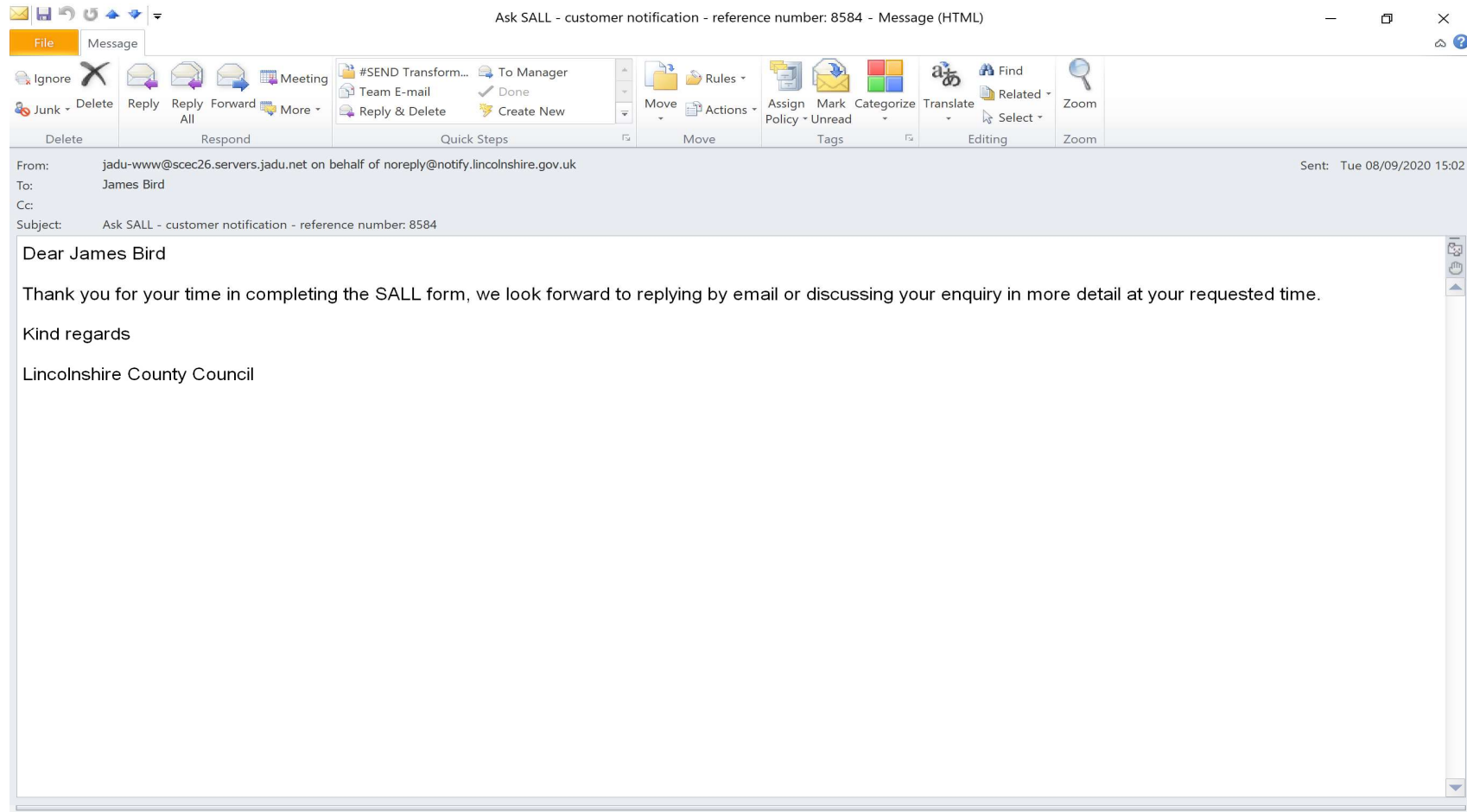
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Accessibility Contact us

Lincolnshire COUNTY COUNCIL Working for a better future

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# Email Confirmation



# Top Tips

Ask SALL - SEND advice line for L x

uat.lincolnshire.gov.uk/xfp/form/608

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## Ask SALL - SEND advice line for Lincolnshire

Enquiry details

Top Tip! Always use this button to

Next button will save content

10 Min Timeout

< Previous Next >

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Accessibility Contact us

Start

10:05 09/09/2020



Any questions?



THANK YOU

# SEND Intervention Toolkit

Review of current Lincolnshire gradated approach documentation and development of a SEND Intervention tool kit.



# Organic Development

## Why:

LCC don't want to introduce a document that isn't relevant or useful.

We are aware that many of you already use existing resources to support your settings response to a graduated approach.

## What's next?

- We are moving at some speed with all of our SEND Transformation strands including the Intervention Toolkit
- We welcome input from setting and encourage you to share:
  - Useful resources
  - Web pages
  - Graduated response documents
  - Working knowledge

Lets grow out toolkit together!

## Intended Outcome

- Usable suite of resources
  - Useful to Lincolnshire
    - Complement the V-SEND tool
    - Support to better meet needs at the earliest point



Any questions?



Help us develop the toolkit

Contact James Bird at:

[james.bird@lincolnshire.gov.uk](mailto:james.bird@lincolnshire.gov.uk)

THANK YOU