

Lincolnshire County Council

Valuing SEND Update

Graduated Approach Briefing

October 2021



Session outline

Topics we will cover today:

SEND - National and Local Context

Refresher on Valuing SEND

You said, we did

The new digital tool – a live walk through

Next steps

Any questions?

SEND – National and Local Context



Valuing SEND | A National Needs for Change

Since 2014 reforms, there is wide agreement from professionals, OFSTED, Ombudsman, Government Select Committees, LAs and parents that provision for SEND in schools and settings can vary widely and does not reflect a whole school approach.

“There is too much of a tension between the child’s needs and the provision available”.
- ‘Not Going to Plan’ Select Committee report 2019

“The variation in support experienced by pupils, even when they had a similar identified need, suggests that the SEND system relies on particular individuals performing important roles well and working together effectively. This means that 2 pupils with similar needs, attending different schools, can have very different experiences. Absolute uniformity is unlikely when individual schools have autonomy to make provision for their pupils. However, despite individuals working hard and with care, significant variability in provision is not an indicator of a system working effectively for children with SEND.”

- Research and analysis, supporting SEND OFSTED 2021

Further delays spark fears over much-anticipated SEND Review

Amid a third delay of the government review of special educational needs and disability provision, experts call on policymakers to use the time to ensure plans improve co-ordination of support across the children's system.



“All of the sector, from parents and young people through to the statutory agencies which support them, want to see a system that delivers better outcomes and sustainability but the solutions are not straightforward”.

Dame Christine Lenehan, Director of the Council for Disabled Children



“While the sector is waiting on the publication of the review, it should focus on what it can currently change and influence”.

Leo Jones, director of public services consultancy IMPOWER

Valuing SEND | Elements of SEND good practice in school



Understanding the **breakdown of SEND** in the school, how many children in each of the broad areas of need, and the breakdown of specific areas of need.



The importance of **diagnostics** and have a good set of diagnostic tools in school.



SEND is a **priority** in your school/setting



Staff need to be on board in supporting these children in your school and it needs to be a whole school effort. Every teacher, TA, governor, lunchtime supervisor and member of admin needs to be a part of it.



Code of Practice states every teacher is a teacher of SEND.



Interventions are research based, have been trialled and adapted as necessary for your school and are ran by people who really know how they work.

Valuing SEND | SEND Self Evaluation – Questions to ask

Do all staff and pupils have high expectations for the achievement of all SEND pupils?

Can good or better teaching and learning for all our SEND pupils at all times be demonstrated?

Is provision based on a careful analysis of need?

Is an individual's progress closely monitored?

Do all staff have a shared vision of desired outcomes?


Is the evaluation of the effectiveness of provision helping to improve opportunities and progress for our SEND pupils?

Is there a whole school approach to improving general provision as part of a Graduated Approach to SEND rather than just increasing additional provision?

As a result of evaluating achievement and well-being, are desired changes made swiftly?

Do SEND pupils become independent and resilient learners?

Background | Lincolnshire's High Needs Strategy



High Needs Strategy for Lincolnshire
Quick Read Version

Lincolnshire COUNTY COUNCIL
Working for a better future

Co-developed in partnership with Lincolnshire Parent Carer Forum

Valuing SEND forms a key part of the High Needs Strategy for Lincolnshire, strengthening the graduated approach.



We are providing a set of tools to help settings support children and young people with SEND. **Valuing SEND** and the **Inclusion Toolkit** make it easier for teachers in Lincolnshire to understand the needs of children and young people with SEND and to plan the right support at the right time.

Valuing SEND in settings 

The tool includes helpful prompts and questions in three different sections:

- ✓ Understanding the child or young person's needs
- ✓ Understanding how well the setting can support the child or young person's needs
- ✓ Understanding how confident the family feels about supporting the child or young person's needs at home

The first two sections of the tool are completed by teachers in the school, and the 'home confidence' section should be completed in partnership with the family.

There are lots of good reasons for using the tool:

It helps families and settings to talk about a child or young person with SEND and how they can be supported	It helps settings look at different ways to help and support a child or young person with SEND	The tool can help to identify any support families may need at home	It helps explore any differences between a child or young person's needs at home and at the setting
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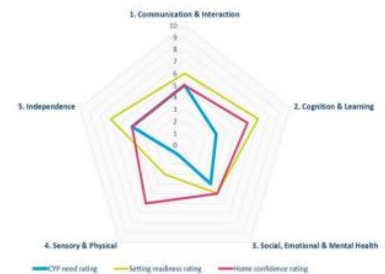
Valuing SEND for families 

Working with settings, a child or young person's family will be asked to score their confidence between 0 (low confidence) and 10 (very confident to support the child or young person's needs).

There is no right or wrong answer, it is based solely on how confident a family feels. It is important that the family feel they can be honest, as this can help teachers learn even more about a child or young person's needs and how they might best be supported. A family will be asked about their confidence in meeting the needs of their child or young person in the following areas:

 Communication and Interaction	 Cognition and Learning	 Social, Emotional or Mental Health	 Communication and Interaction	 Independence
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When completed, Valuing SEND provides a radar chart which can be used to discuss and plan the support needed for an individual child or young person.



The **blue line** shows the child or young person's level of need.

The **green line** shows the setting's readiness to meet the child or young person's needs across the 5 areas.

The **pink line** shows how confident a parent or carer feels in supporting their child outside of school and helps identify other support that may be of assistance.

 We have designed an 'Inclusion Toolkit' to help setting in this planning of support for children and young people with SEND. The tool will show the range of help and support available in each of the Valuing SEND areas and will be full of strategies and resources to support SEND teaching and learning.

We will make the Lincolnshire Inclusion Toolkit available to all teachers in Lincolnshire following a pilot with some target settings.

Refresher on Valuing SEND



Valuing SEND | Background

Valuing SEND was developed by three councils in 2019 in response to challenges in the SEND system



VSEND was introduced in Lincolnshire in September 2020 to improve children's long-term outcomes



Lincolnshire SENDcos trialled the approach and contributed to its development



Increasingly, schools and settings are using VSEND and report that the radar summary of needs made forward planning more efficient. One setting described VSEND as 'their one stop shop for SEND'.

- ✓ When Valuing SEND was trialled in annual reviews in the summer term, a request for special school was avoided in 54% of cases
- ✓ Valuing SEND has become an integral part of the transitions protocol, supporting children to transition from special school to mainstream where they demonstrate a needs profile that might be suitable
- ✓ Valuing SEND provides a common language for SEND across services
- ✓ School and setting feedback is consistently strong

Valuing SEND | Whole School Approach

Staff use Valuing SEND when:

- Greater access to curriculum and school life is needed
- Graduated response is required
- EHCP is in place
- Child or young person is in transition between phases and moving into Adulthood.
- Interventions are being reviewed at SEN Support or in EHCP implementation (including Annual Reviews)
- Child or young person is at risk of exclusion

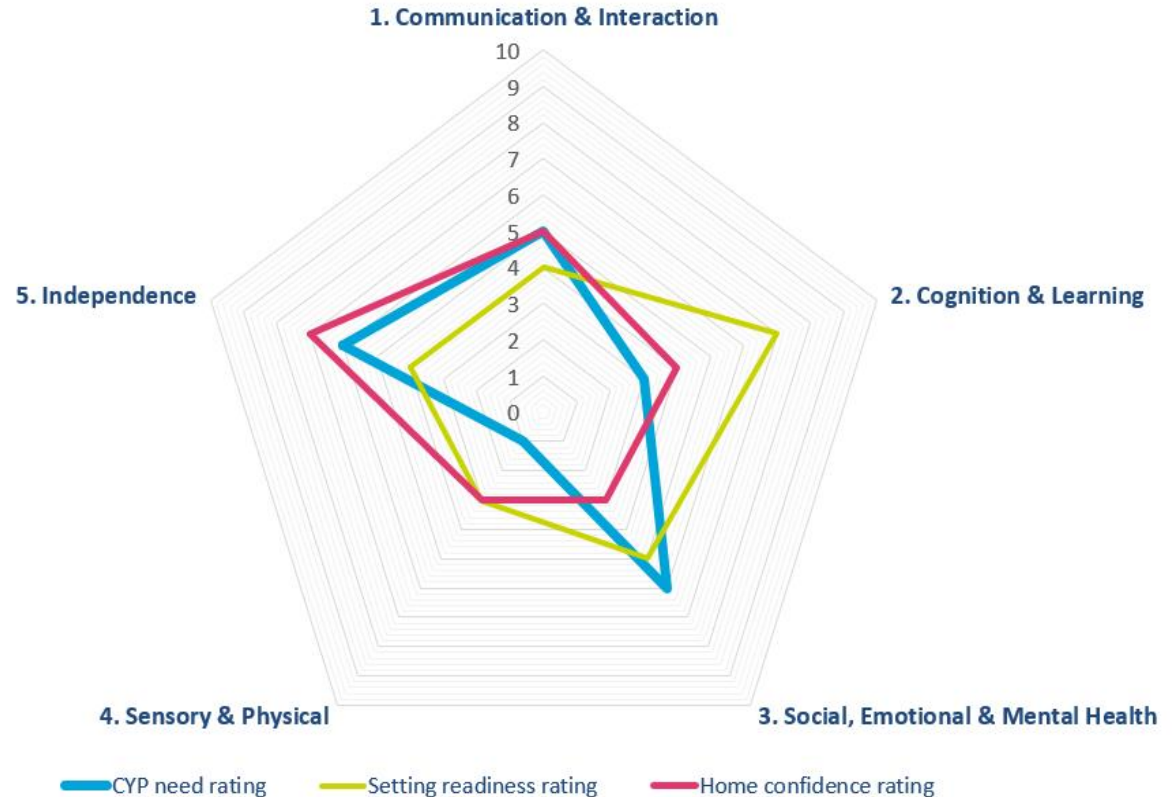
In these cases, VSEND can:

- ✓ improve quality of conversation around need.
- ✓ Inform levels of support and changes to interventions
- ✓ Guide discussions with child and young person
- ✓ Demonstrate progress to child and young person
- ✓ Enable parent and professionals to discuss child and young person's needs and progress
- ✓ Support requests for advice from Ask SALL and specialist services
- ✓ Inform support through observations, learning walks and moderation activities

Valuing SEND | Tool completion at a glance

The tool produces an 'at a glance' radar chart which maps:

- The **readiness of the educational setting** to meet needs across the 5 domains
- 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 home environment** to meet needs across the 5 domains



The digital Valuing SEND tool will be ready from the 1st week in November accompanied by an extensive toolkit of guidance and resources to support you.

Valuing SEND | When to use it?



Assess: Identify need



Plan: Plan high quality provision and support



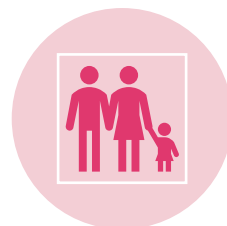
Do: Monitor needs as interventions are delivered



Review: Understand where needs have changed, and support should too



Use the tool when referring to specialist services for advice and support and for statutory assessments



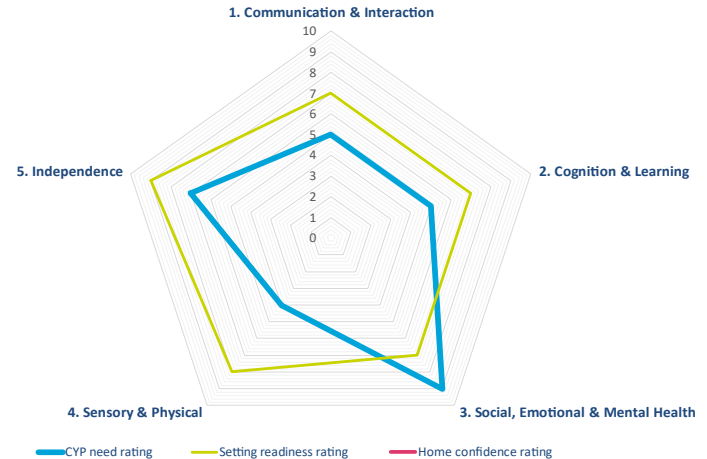
Use the tool to support conversations with parents, carers and families

Valuing SEND | Improving outcomes



Tom has a diagnosis of ADHD. He displays highly sexualised language and behaviour. Tom's outbursts include swearing and inappropriate touching of peers. Mother reports similar behaviour at home.

The SENDCo had significant concerns that Tom was at risk of permanent exclusion.



Changing the conversation: VSEND and the strengths-based approach

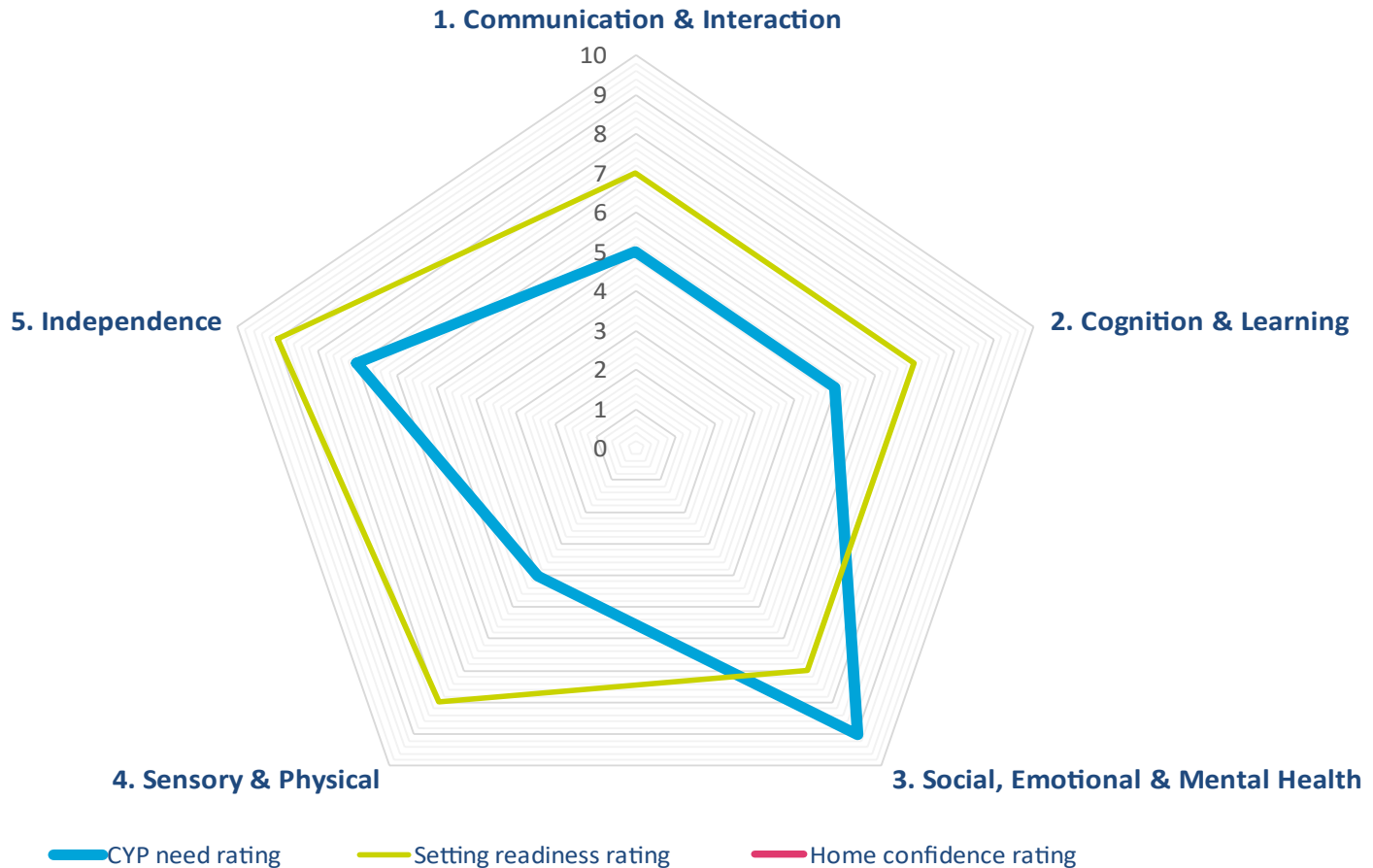
- The review demonstrated that the school's interventions are meeting most of Tom's needs.
- Tom's behaviour is impacting negatively on his progress
- Tom's behaviour is disrupting the learning of his peers
- School has reported to professionals that Tom is at risk of permanent exclusion
- Tom's parent is struggling to support him with diet and behaviour at home
- School is providing Art Therapy.
- The BOSS team is involved with this case regarding Tom's behaviour.

VSEND demonstrates clearly that Tom's needs are being met largely by interventions in his mainstream school.

Actions:

- Tom's sexualised behaviour to be further assessed through re referral to CAMHS
- Clarity of roles and responsibilities between services
- Parents to be supported re on line safety at home
- Review of impact of ADHD medication on his weight and behaviour
- Referral to school nursing re weight management
- The amended EHCP to focus on Tom's SEMH needs through a co-ordinated response from specialist services in school and at home

Valuing SEND | A close-up of Tom's radar



Valuing SEND | Some of the benefits

- Promotes collaboration between staff, establishing common language when describing levels of need across all areas
- Supports the strategic role of the SENDCO
- Active tracking and monitoring of progress during SEN Support and from EHCPs to ARs
- Supports the work of the SENCO when carrying out learning walks and observations and training
- Supports the child throughout the transition process
- Identifies behaviour associated with learning needs
- Becomes familiar to parents and assists discussions with professionals
- Identifies gaps and areas for further development and training, informing training needs.
- Provides active feedback on provision and opportunity to celebrate best practice
- Demonstrates setting SEND provision for Governors, SEN Annual Report , website etc.
- Clarifies requests to AskSALL and referrals to specialist services
- Informs skills required when recruiting staff



Valuing SEND | The Importance of Setting Readiness

SENDCos complete whole school/ setting readiness for each domain

All Staff work together or separately to agree setting readiness ratings for whole school, not individual child.

Schools review profile of skills and experience of school staff in order to deliver agreed level of interventions

Schools update SEND Development and Training plans

SENDCos support school staff to use interventions through training, modelling, coaching etc

SENDCOs review setting readiness annually or when adding interventions/new skills

Schools share information with parents, Governors and services and include in annual SEND Report etc.

Services will receive information of schools' setting readiness and interventions used to support CYP

Referrals to services will demonstrate interventions used to meet individual needs

School/setting now ready to plan and support individual children and young people

You said, we did



Valuing SEND | Thank you for your feedback

You said	We did
Tool not user friendly	Updated to digitalised
Time consuming to complete	Setting readiness completed and reviewed twice a year;
Improve communication and awareness of VSEND	Held briefings with Headteachers, SENDCOs, Health Visitors, Early Years, Service managers, SEND team and VSEND Champions
SEMH strategies limited or with secondary bias	Amended section to link with Inclusion Tool kit.
Will the Valuing SEND tool replace the old EHC Needs Assessment form	EHCP/AR proforma amended to include VSEND evidence
How would the Valuing SEND tool be used as part of decision-making on an EHC Needs Assessment Request and Needs Assessment?	Allocations Panel use VSEND radar as part of evidence and advising schools to complete VSEND if statutory assessment not agreed.
Can I use the tool to support Annual Reviews for children with EHC Plans	VSEND in Annual Reviews trialled in 13 Lincs schools with positive outcomes.

Valuing SEND | Thank you for your feedback cont.

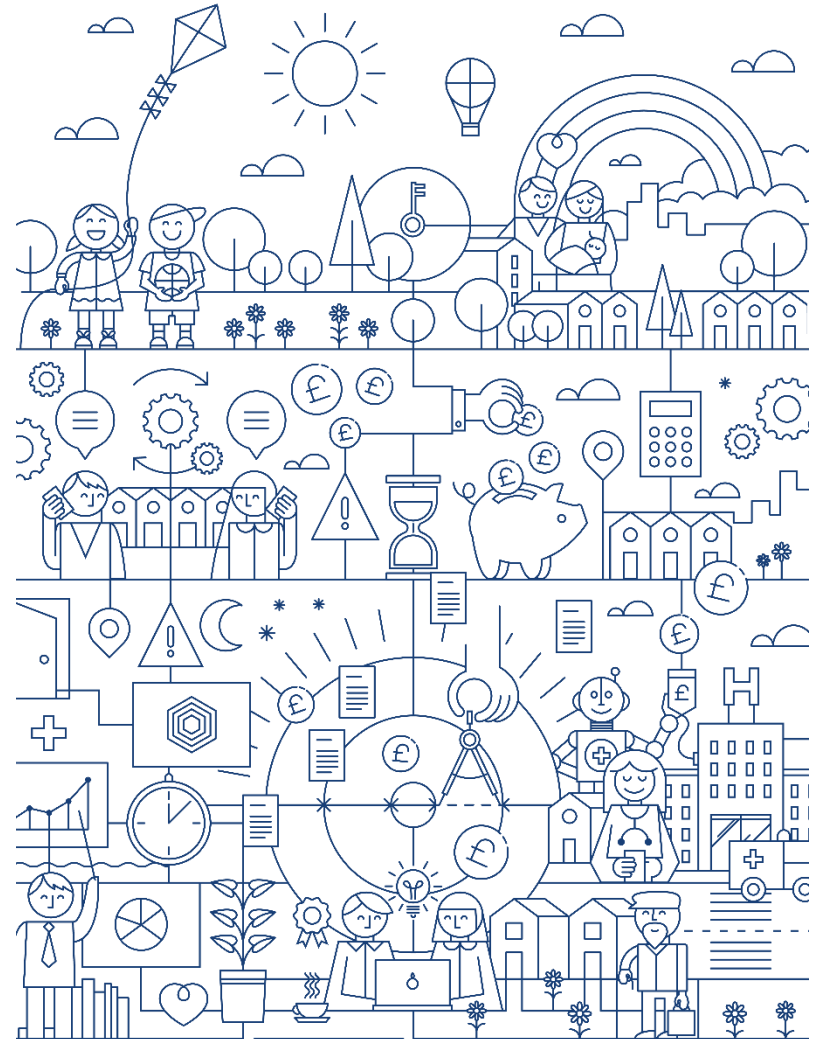
You said	We did
Should I use to support transitions between settings?	VSEND supports all phase transition planning and between special and mainstream schools
Should the tool replace the support plans we currently use for children with an SEN?	VSEND and Inclusion Tools provide support plans.
Does the tool signpost to Lincolnshire services?	VSEND will provide evidence for referrals to services. All Lincs services have been briefed and identified VSEND champions in each service.
Can it be used to audit needs and support at cohort, setting or whole area level?	Digital tool will provide profile at class, and whole school setting.
Should the tool be used with and shared with parents and families?	VSEND to be included in LO, school website and SEN Annual Report. Discussed in detail with parents for identified children, using the radar.
Who completes the home confidence section?	Parents may like to do themselves or may need to be supported to do this over time with a professional.

Digital Valuing SEND

Live walk-through



Next steps



Valuing SEND | A checklist for SENDCos

- ✓ Complete a radar!
- ✓ Agree plan to embed VSEND with Senior management team and circulate to all staff.
- ✓ Training for whole staff – starting with setting readiness
- ✓ Support staff to refresh their knowledge and skills on implementing agreed interventions
- ✓ Capture baseline in confidence to use agreed interventions in curriculum delivery
- ✓ Develop training plan to reflect responses
- ✓ Inform Governors and involve SEND Governor in training
- ✓ Agree date for staff to start using Valuing SEND and on which point of SEND continuum
- ✓ Agree full implementation date
- ✓ Keep VSEND on staff meeting agenda and provide opportunities for staff to feedback
- ✓ Collate examples of best practice
- ✓ Support staff to moderate Valuing SEND and to share experiences, including how to use child and young person's strengths and how to review interventions to meet identified needs.
- ✓ Add VSEND to in - school stages and referral processes.
- ✓ Add VSEND to School website.
- ✓ Agree how parents will be informed about VSEND and how they will be supported to complete home confidence section.
- ✓ Agree success criteria for review at the end of Spring /Summer term, including revisiting confidence baseline.

Valuing SEND | 'When a flower does not bloom, fix the environment'

GROWTH MINDSET & INCLUSION

@kuiens62



INSTEAD OF THINKING...
(FIXED MINDSET)



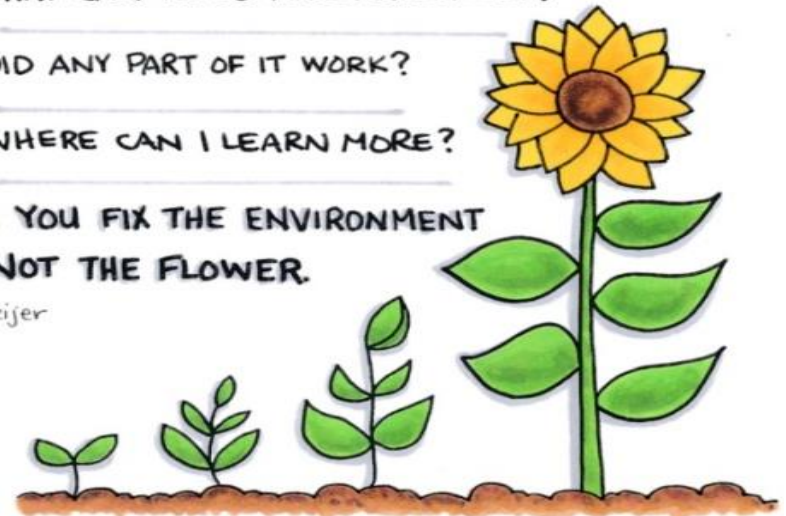
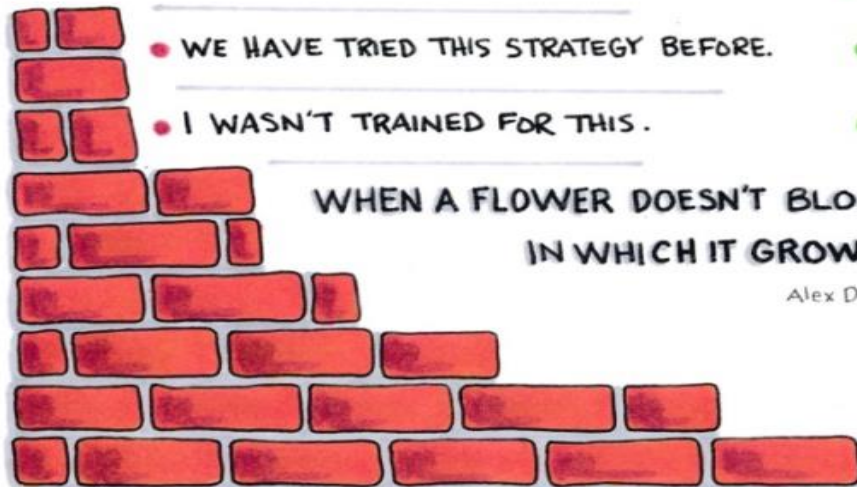
TRY THINKING...
(GROWTH MINDSET)

- HE IS NOT READY FOR SCHOOL.
- WE DON'T HAVE ENOUGH RESOURCES.
- SHE NEEDS TO BE PULLED OUT TO A SEPARATE SETTING.
- I NEED MORE EDUCATION ASSISTANT TIME.
- WE HAVE TRIED THIS STRATEGY BEFORE.
- I WASN'T TRAINED FOR THIS.

- HOW CAN WE GET SCHOOL READY FOR HIM?
- WHAT CAN I DO WITH THE RESOURCES I HAVE?
- HOW CAN I MAKE SURE SHE HAS A SENSE OF BELONGING?
- WHAT CAN HE DO INDEPENDENTLY?
- DID ANY PART OF IT WORK?
- WHERE CAN I LEARN MORE?

WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT
IN WHICH IT GROWS, NOT THE FLOWER.

Alex Den Heijer



Any questions?

