

SEF Priority 1:

Schools, and other educational settings, to embed the highest expectations for children and young people with SEND, reducing the variation in the quality of provision & outcomes

Executive Lead(s) (Full name and role)

Julie Lewis - Director Learning, Standards and School Partnerships

Glinys Weller - ELP Quality and Partnership Lead SEND

Key objectives: What do we want to achieve by March 2020?

1. Strengthen the leadership of SEND in schools to embed the highest expectations of CYP with SEND and other vulnerable learners to reduce variation in outcomes for CYP with SEND
2. Review and increase the collective capacity of schools and settings to meet SEMH needs, especially the needs of CYP with challenging behaviour
3. Improve the consistency of schools' engagement with families in gathering and analysing feedback on the quality of provision for CYP with SEND.

Key performance/success measures (*see performance dashboard)

- a. Increase the number of schools where CYP with SEND make progress KS1-2, in line or above, CYP with similar prior attainment in reading, writing and maths combined (RWM) by 16 percentage points by summer 2020
- b. Progress 8 for SEN support cohort remains positive (baseline 0.1)
- c. Increase the % of CYP with SEND achieving the expected standard in RWM at the end of KS2 (23.9 % in 2018) to 27% by summer 2020
- d. Increase % of SEND pupils achieving the standard pass in English and mathematics at KS4 (34.7% in 2018) to 39% by summer 2020
- e. Reduce persistent absence (PA) by 2% amongst CYP with[out] SEND to close the gap with peers
- f. Significantly reduce the % of fixed term and permanent exclusions for CYP with SEND to be in line with the outer London average. Target: fixed term exclusion from 7.67 to 6.00 by 2020. PEX from .51 to .29 by summer 2020.
- g. Decrease the % of High School CYP SEND with low WEMWEB* scores from 16% in 2017 to 11% in 2019.
- h. Increase the % of High School SEND CYP with high self-esteem scores from 37% to 42% in 2019
- i. Increase the % of Primary School SEND CYP with high self-esteem scores from 29.1% to 34%% in 2019

*WEMWEB – Warwick Edinburgh Mental Health and Wellbeing Score

Ref No.	Key actions to achieve objective (s)	Lead (name in full)	RAG Oct 18	RAG Mar 19	RAG Oct 19	RAG Mar 20	Evidence document(s)
1.1	Develop leadership capacity in Additionally Resourced Provision and specialist expertise in localities. Support cross phase ARP network and develop links with SENCo networks and High School Inclusion Leads to share expertise and effective practice, to secure good outcomes. Focus on needs of Black Caribbean and other groups over represented in the SEN Support cohort.	EPTSA	A				Ealing Primary Teaching School Alliance EPSTA Annual report 2019 Report to Executive Board
1.2	Strengthen leadership of SEN in mainstream primary schools through the Ealing Primary Teaching School Alliance (EPTSA) Commission. Operational leadership areas: <ul style="list-style-type: none"> • Training programmes including SENCo Induction, National Award SENCo. • Primary SENCo Network • SEND Peer Reviews • SLE deployment • Annual SEND conference • EYFS supported transition 	EPTSA	G				Ealing Primary Teaching School Alliance (EPTSA) SEND Reports 2017 & 2018 SEN engagement tracking information LA Risk Assessment Annual peer review collated report EPTSA 2017 & 2018
1.3	Identify schools for Peer Review Plus i.e. those with unusual patterns of progress and attainment and high/low identification of SEN Support cohort. Feed findings back through primary HT network.	EPTSA Glinys Weller	A				Collated Peer Review findings 2018
1.4	Monitor school level implementation of the SEND reforms and compliance CoP Review/	Glinys Weller	A				Deep Dive Summary Reports for 35 schools (56% primary and 6 out of 14 High schools)

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	refresh the impact of current monitoring processes and areas for improvement (Deep Dive Compliance checks) by January 2019						Deep Dive summary of key findings February 2017 School Effectiveness Impact Evaluation 2018
1.5	Refresh governor training programme and actively target schools with identified SEND risks. Monitor the impact of the programme.	Therese McNulty Glinys Weller	A				Ealing CPD online www.ealingcpd.org.uk Termly Directors Reports 2017/8 https://governors.ealingcpd.org.uk/cpd/default.asp?sid=9b5796ba85856159c345d19827cfb35e Governor training evaluation 2017/18 Deep dive report/health check reports
1.6	Promote and support high levels of engagement in annual conference for SEND to focus on 'what works' and cutting-edge innovation using national and local expertise, to increase attainment and accelerate the progress made by CYP with SEND.	EPTSA	G				EPTSA 2018-19 commission annual report
1.7	Embed assessment systems to track small steps of progress for CYP working below age related expectations. Provide high quality CPD for the Pre- Key Stage Interim Framework. Use action research/lesson study to explore approaches, particularly in relation to writing.	EPTSA	A				PKS exemplar materials January 2019 Case study to demonstrate development of writing – in progress
1.8	Challenge and support primary schools through the ELP sponsored SEND Learning Community to improve Quality First	Nigel Cook Glinys Weller	A				Model and remit of Ealing Learning Community.

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	Teaching, with a focus on the progress of the SEN Support cohort including children accessing their full early education entitlement						Output documentation July 2019
1.9	Improve information, advice and guidance for schools seeking support for specialist interventions, through ELP SEN & Inclusion Committee and Ealing Primary Centre (EPC) to improve school capacity to effectively meet a range of needs. Raise awareness of the Early Start Inclusion and Family Information Service Inclusion Officer	Glinys Weller	R				SEN& Inclusion Committee TOR SEN & Inclusion Committee Action Plan and data dashboard Termly progress report due November 2018
2.1	Disseminate effective strategies to meet the needs of CYP with SEMH needs and /or challenging behaviour, drawing on the expertise of the Ealing Primary Centre. Including Black Caribbean boys who are over represented in fixed term and permanent exclusion data	John Hicks Glinys Weller	A				SEN& Inclusion Committee TOR SEN& Inclusion Committee Action Plan and data dashboard Termly progress report due November 2018 HIT mental health training programme HIT biannual Health Related behaviour survey CCG pilot training programme in partnership with Like Minded and Health Education England NWL
2.2	Review current systems and services for supporting secondary schools in meeting the needs of pupils with SEMH – identifying gaps in provision and options for implementation in 2019 – 2020	Bridie McDonagh and John Miller	A				Behaviour and Inclusion Annual Report 2018

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2.3	Identify schools with high exclusions and triangulate with data from the Health-Related Behaviour survey to present challenge to school leaders through Inclusion Forum	Bridie McDonagh Angela Doherty	A				2019 Exclusions Report
2.4	Promote the Health Improvement Team (HIT) training and support programme for leadership of mental health in schools and Early Years support	Karen Gibson					2019 ELP Report Safeguarding and Inclusion Committee
2.5	Support behaviour management training for support staff parents and carers (Healthy Minds)	Julie Burrage CCG	A				Report??
2.6	Use data more effectively to identify patterns and trends in the attainment, progress, attendance and exclusion rates of CYP with SEND. including children accessing their full early education entitlement. Create a data dashboard to deepen the analysis of underachieving and vulnerable CYP, eg Black Caribbean children with SEND. Disseminate findings through HT, SENCo and Inclusion networks. Develop clearly understood processes for challenge & support	Sarah Thompson Glinys Weller	R				Local Authority Research and Data team analysis, available in shared data library Data dashboard January 2019 LA Risk Assessment (re seeing EY unofficial exclusions and/or reduced timetables for all early years education entitlements)
3.1	Collate and analyse annual parental survey information from schools. Feedback to SEN networks, HT briefing meetings and Chairs' briefing. EPTSA to pilot The Structured Conversation with key schools	John Miller Glinys Weller EPTSA EPCF	A				2018 EPTSA report on survey of school surveys EPCF minutes of meetings and issues log Participation Strategy 2018

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	Link with I-SAID Family Action Support						
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