

ELP Action Plan SEND and inclusion committee 2019 – 20

Improving educational attainment and life chances for our most vulnerable children and young people including those with SEND

The Committee Will:

- Promote greater consistency in the expectations and practice of schools and the LA towards children with SEND
- Review and develop Ealing SEND strategy key priorities and secure engagement across partnership
- Support the development of effective action plans against ELP priorities and end of year reports
- Develop and Review the processes and tools that support the delivery of SEND services to schools and the impact of these on outcomes for SEND pupils
- Promote the highest expectations with regard to Quality First Teaching
- Promote strategies to reduce school to school variation in relation to progress and attendance of pupils with SEND
- Drive greater transparency and effective use of resources in the High Needs Block
- Ensure that schools are fully aware of the services provided by ESCAN and directly by schools
- Influence the delivery of appropriate CPD to schools
- Ensure the effective communication between ESCAN and schools

Core value		Success criteria 2021			Rag rating		
					Red – no signs of impact yet Amber – small signs of impact Green – strong impact seen		
					Autumn	Spring	Summer
Partnership between schools and LA	<ul style="list-style-type: none"> The Committee's contribution to the review and development of the area's SEND and Inclusion Strategic plan is embedded and supports ongoing improvements Improved communication of expectations to ensure consistent quality of provision for CYP with identified SEN needs across all settings Clear and consistent communication with parents/carers Clearly understood pathways and systems for referral to Ealing services and effective engagement of health and social care Improved sharing of information, advice and guidance across different areas of SEND 				Amber		
					Amber		
					Amber		
Partnership between schools	<ul style="list-style-type: none"> Culture of joint responsibility and trust between schools in order to deliver high quality provision for SEN Established culture and opportunities for innovation and pedagogical debate 				Amber		
					Amber		

	<ul style="list-style-type: none"> • Leadership for SEN is strong and consistent as a result of shared practice and investment in development • Peer review supports accurate self-evaluation and consistency of provision for SEND 	Amber Amber		
No school left behind	<ul style="list-style-type: none"> • Access to networked and bespoke support for leadership, provision mapping and governance of SEND and vulnerable groups 	Amber		
No learner left behind	<ul style="list-style-type: none"> • CYP have equal access to high quality provision because of consistently applied systems of identification and early support (See also Progression Pathways plan for SEND) 	Amber		
Date	Optional comments	Recommendations to ELP board		
Autumn	<p>SEND expectations document - Feedback from all stakeholders has been positive, next step is to support the practical use of the document in schools.</p> <p>To promote 'Stage not age' mindset adapt the filter on CPD on line so that school staff can access all training courses</p> <p>SEND Peer Review – due to cluster reviews fewer schools are requesting reviews. Dialogue has begun to consider ways the model could be adapted and refined to focus solely on developing QFT and offering personalised CPD for class teachers as part of the process</p>	Discuss how each committee is supporting SEMH/Behaviour across all settings and maximise opportunities for 'joined up' work/strategy		
Spring				
Summer				

Core Value	Outcome needed	Action required	Lead (Time scale)	Self -evaluation evidence/ date to gather	Progress on action RAG rating (Evaluation comment if needed)
					Red – issue to be solved Orange – monitor closely Green – on track
Partnership between schools and LA	<ul style="list-style-type: none"> The Committee's contribution to the review and development of the area's SEND and Inclusion Strategic plan is embedded and supports ongoing improvements 	<p>Primary quadrants, High and Special Schools active members of the ELP Committee</p> <p>Members report back to their representative groups on vision and progress of committee</p> <p>Committee engages with other stakeholders to review and co-produce Local Partnership's SEND Strategy and Action Plans</p> <p>Chair and lead officers report on progress of committee to LA SEND Executive Board and to headteacher groups</p>	<p>Chair and committee members</p> <p>Madhu Bhachu Gary Redhead Daniel Bishop</p> <p>(on going)</p>	<p>Direct feedback from schools ELP annual and deep dive surveys</p>	<p>Green</p> <p>Green</p> <p>Green</p> <p>Green</p>
	<ul style="list-style-type: none"> Improved communication of expectations to ensure consistent quality of provision for CYP with identified SEN needs across all settings 	<p>SEND expectations document widely distributed and used across the borough</p> <p>Produce resources to support the use of the document</p>	<p>Madhu Bhachu</p> <p>(Distributed Autumn 2) (Used Spring 2)</p>	<p>Direct feedback from schools ELP annual and deep dive surveys</p>	<p>Amber</p>

	<ul style="list-style-type: none"> • Clear and consistent communication with parents/carers 	Continue to develop relationship between LA and EPCF. Share updates and co-develop parent to parent support system in schools	EPCF/Madhu Bhachu (On going)	Feedback from PCF	Green
	<ul style="list-style-type: none"> • Clearly understood pathways and systems for referral to Ealing services and effective engagement of health and social care 	<p>Committee to make a significant contribution to a review of decision-making guidance for assessing requests for statutory assessments and decisions to issue EHC plans</p> <p>Work with health partners on CAHMs referral guidance</p> <p>Explore ways to further promote the Local offer and support services to a variety of stake holders</p> <p>Report updates on key priorities and actions needed to improve systems and effective provision to Executive Board as scheduled by the Board</p> <p>Review updated Annual Review procedures at key transition points in place for PVI Nursery's to Reception, Year 6- Year 7, Year 11-12 and beyond college</p>	<p>Gary Redhead/Fabiola Peacock (Autumn 2)</p> <p>(Autumn 1)</p> <p>(Autumn 2)</p> <p>(on-going)</p> <p>(Autumn 2)</p>	<p>Direct feedback from schools ELP annual and deep dive surveys</p> <p>Feedback from PCF</p> <p>Evidence gathered from half termly reporting to Executive Board</p>	<p>Amber</p> <p>Green</p> <p>Green</p> <p>Green</p> <p>Amber</p>
	<ul style="list-style-type: none"> • Improved sharing of information, advice and guidance across 	Training package in place for mainstream class teachers to develop and refine QFT for children with SEND and SEMH	Madhu Bhachu EPTSA Outreach (On going)	<p>Ealing CPD feedback</p> <p>SENCo's feedback at networks</p>	Amber

	different areas of SEND	Further develop CPD offer run by Specialists to provide training for schools to develop skills and knowledge across a range of needs and effective strategies		Direct feedback from schools ELP annual and deep dive surveys	Amber
Partnership between schools	<ul style="list-style-type: none"> Culture of joint responsibility and trust between schools in order to deliver high quality provision for SEN 	Co-develop training sessions with SENCo quadrant groups to share across the borough, each quadrant to produce one session each	Madhu Bhachu (Spring 2)	SEnCo's feedback at networks	Green
		SLEs support, Peer Reviews and training from the Outreach service readily available to schools	EPTSA (On-going)	Direct feedback from schools ELP annual and deep dive surveys	Green
		Establish a preventative provision for SEMH AP that complements the current provision made in high schools, has cost benefits and is shared across high schools.	Bridie B L Long (Summer 1)		Amber
		Embed the S2S managed move process and publish the MM protocol			Amber
	<ul style="list-style-type: none"> Established culture and opportunities for innovation and pedagogical debate 	LA training will ensure reflection and discussion opportunities are provided throughout the session – EYFS leadership training and year group moderation sessions.	Madhu Bhachu (on going)	Ealing CPD feedback	Amber
		Writing Action research project with 16 schools to improve standards	EPTSA (Completed Summer 2)	EPTSA reports and evaluations	Green

		Research and Development of nurture groups in order to share best practice models (29 schools)	EPTSA (Completed Summer 2)		Green
	<ul style="list-style-type: none"> Leadership for SEN is strong and consistent as a result of shared practice and investment in development 	<p>Develop confidence of inclusion leaders/SENCOs in using new tools and guidance</p> <p>SENCo's equipped to develop QfT in their schools for SEND support children</p> <p>SENCo's fully informed of latest updates from the DFE – eg; their role within the new Ofsted framework</p> <p>(Target – 85% of Primary and Secondary SENCOs will attend network sessions)</p>	<p>EPTSA Madhu Bhachu (On going)</p>	<p>SENCo's feedback at networks</p> <p>Evaluations from SEND conference</p>	<p>Green</p> <p>Amber</p> <p>Amber</p>
	Peer review supports accurate self-evaluation and consistency of provision for SEND	Every school with SEND as a key priority for development (or in the Ofsted window) will be offered a SEND peer review	EPTSA (On going)	Individual peer review reports	Amber
No school left behind	Access to bespoke support for leadership, provision mapping and governance of SEND and vulnerable groups	<p>Every school identified with provision for SEND as a key priority will have access to support via directed peer review; SLE brokerage and support</p> <p>Expectations document and support for Auditing SEND provision in schools shared with Governors</p> <p>Governors of identified schools personally invited to attend training and offered bespoke training.</p>	<p>Madhu Bhachu and EPTSA (On Going)</p> <p>Therese McNulty (Spring 2)</p>	<p>Individual school feedback – EPTSA reports</p> <p>Ealing CPD feedback</p>	<p>Amber</p> <p>Red</p>

		Support governors to understand their strategic and legal duties, ensuring that knowledge and understanding is up to date and how to work effectively with senior leaders and the SENCo.			
No learner left behind	CYP have equal access to high quality provision because of consistently applied systems of identification and early support	<p>CPD offer to include developing EYFS practice to ensure their universal offer caters for supporting children with communication and SAL needs</p> <p>Early Years practitioners to increase their confidence in ensuring EYFS in their settings are fully inclusive through improving their universal offer</p> <p>Every school will have access to specific Year group moderation sessions specifically for children with SEND which will provide opportunities to share good practice</p> <p>Support the implementation of the ARP review findings and recommendations</p>	<p>Jackie Carolan (Spring 1)</p> <p>Madhu Bhachu (Autumn 2)</p> <p>(Spring 2)</p> <p>Lindsey Long and Deborah Dent (On going)</p>	<p>Direct feedback from schools ELP annual and deep dive surveys</p> <p>Direct feedback from ARP leaders through networks and LA visits</p>	<p>Green</p> <p>Amber</p> <p>Red</p> <p>Amber</p>