LEICESTERSHIRE SECONDARY EDUCATION AND INCLUSION PARTNERSHIPS

**Notes of Feb 14th Coordinators Meeting to Review our Progress in running Inclusion Forums**

Present: C. Atkinson, S. Dexter (EPs,) K. Baskerville (AOT) H. Bakewell, B. Beyst (Inclusion Team) R. Sharma (CFWS), L.Pegg (Oakfield), L.Leeson (Dorthy GoodmanSS), A. Tookey (HBEP), P. Bannister, S Chetwyn (LIP) H. Masoum (MSCIP), M.Rowbottom, C. Scott (NWLLIP), E. Rogers (SLIP)

PART ONE:

Summary of discussion at the meeting

Aims:

* Development of shared language
* Reducing the need for high level service by responding to the needs of children earlier
* **Raise the capacity of schools to support vulnerable learners and understanding that behaviour is a form of communication**

What is working well:

* Networking of information about the range of support and services available in the county
* Good place for professionals to gain peer support
* Are collecting a list of resources that can be shared with schools
* Schools have an allocated time
* Some have been that successful that they are now timed
* Schools are able to be reminded the support structures that are accessible to them
* The network around the table moderates the expectations of behaviours of children
* A good way for schools to access the psychology service for consultations – supportive by EP’s being involved
* Intelligence about the schools is held well within the forum
* Schools are requested to complete the SDQ, Goodman’s, Boxall & Thrive
* Social networks between families and students between schools have been good knowledge
* Knowledge between school start to find their own solutions

Worries/what needs to happen:

* Schools come when the crisis is in place
* Staff capacity when staff change this can be an issue
* Outcomes are not yet clearly consistently measured that the schools are improving – what outcome are we looking at getting
  + Training
  + Actions from forums
* Some schools are not aware of the graduated response - Work/training with schools is needed to support the change in thinking
* Support and nurture approached are needed with schools
* Need structures through County Hall - to support embedding inclusion forums consistency
* Need data base and list of resources that can be shared with the schools – could use the local offer
* Need information on Local Offer – a link where schools can offer resources
* Need to consider how the inclusion forums link to the Teaching School Alliance
* Referral form to include when what the last training of the staff in the school
* The referral form language needs to be considered – advice rather than referral
* Knowing who the contact for each school is difficult
* Needs to look at the pathway and how the Education Effectiveness Partnerships
* Need a set of co-produced expectations that school buy in to these agreed
* Use Ofsted framework around SEN support reflecting behaviours – can be supportive to Ofsted inspections.

Outcomes needed:

* Strengthen the use of “Plan Do Review” processes
* Encourage schools to use their SENCOs as part of this – behaviour communicates an SEN.
* Build connections with SENA – Inclusion Forums must be integral to the whole process of assessing additional needs not just a hurdle for schools to jump over
* Ensure that the plans that emerge from the IF meetings contain outcomes that can be used to measure progress for the child concerned. Ie “What will we expect to happen as a result of the actions we take”
* Ensure that the actions that emerge from the Ifs are ones that the school can act on. Ie. “Has the school got the capacity to deliver for the child. Is it something that the schools should be expected to develop? (KB - tracking the confidence of the school against the challenges of the child - this enables the recording of the operational levels that the school can manage needs. Kevin to right this up to share with Helen to share with the wider group.)

PART TWO:

Next Steps Actions

1. Co-ordinators/IF Chairs to work with Oakfield Team to develop a common process for receiving and acting on referrals that will help underpin the following:
   1. Straightforward links with other LA processes especially SENA
   2. Helping schools to describe the child’s needs rather than behaviours
   3. Helping schools set outcome targets for the agreed actions that support “Plan, Do, Review” and linking this with the SENCOP.
   4. Ensuring that case reviews at subsequent IFs focus on the evidence of the impact of the actions that the school has taken.
2. LA Teams (Kevin Baskerville?) to develop a “Ladder of Provision and practice” to show what support and services are available and at what level they can be accessed appropriately.
3. Helen Bakewell and Adrian Stephenson to develop a communication strategy to ensure that schools are fully aware of the IFs and their purpose that links LA Comms with Partnership comms.
4. Rachel Sharma to guide CFWS in establishing a clear and consistent approach to their role at the IFs to include:
   1. Finding the best way to share information held by the LA for each case
   2. Ways that CFWS staff can ensure that schools bring the right information to the Forums that will enable the service to easily decide whether intervention is appropriate.
5. LA Teams to work with SENA to develop the links between its processes and the IFs
6. Partnerships and Inclusion Team to explore how to provide better training for schools focussed on the IFs – possible Conference?