

ESSEX HEADTEACHER INCLUSION ROUND TABLE

TUESDAY 6 JULY 2021

1.00 pm – 2.15 pm

Online

1. IN ATTENDANCE

ECC

Clare Kershaw (CK)	Director of Education
Ralph Holloway (RH)	Head of SEND Strategy and Innovation
Philippa Holliday (PH)	Assistant Director, North East
Catherine Hutley	Assistant Director, Mid
Alex Abercrombie	Education Delivery Manager
Helen Wall (HW)	SEND Strategy Lead: Participation and Inclusion
Debbie Lamont (DL)	Mid Inclusion Partner

Primary

Andrew Smith (AS)	CEO/Headteacher Lyons Hall - Chair
Matt O'Grady (MO'G)	Headteacher, West Horndon Primary
Deborah Bailey	Headteacher, John Bunyan Primary
Alison Cole	Headteachers, St Peter's CE Primary, Coggeshall
Claire Jackman	Headteacher, Great Easton Primary
Ceri Jones	Headteacher, Chipping Hill Primary
Becky Moore	Headteacher, Rivenhall Primary
Harriet Phelps-Knights	EPHA Chair/Headteacher Janet Duke Primary (South)
David Rogers	Headteacher, Bentfield Primary and Enhanced Provision (West)
Marie Staley	Headteacher, Moulsham Juniors
Pam Langmead (PL)	EPHA Professional Officer

Secondary

Vic Goddard	Headteacher, Passmores Academy
Jo Santinelli	Headteacher, St Benedict's Catholic School
Simon Thompson	ASHE Executive Director

Nursery

Debs Watson	Headteacher, Tanglewood Nursery School
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Special

Jennifer Grotier	Headteacher, Shorefields School
Ruth Sturdy	CEO SEAX
Dan Woodman	Headteacher, Edith Borthwick School

AP

Philomena Cozens (PC)	Chief Executive Officer, Keys Co-operative Trust
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Governors

Ruth Bird	ESGA
John Hunter	ESGA
Rod Lane	ESGA

Additional members

Andy Hodgkinson (AH)	
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Andrew Smith (Chair) welcomed colleagues to the meeting.

1. FEED BACK FROM INCLUSION CONFERENCE

The inclusion conference was held online on 30th June and attended by around 200 headteachers, school staff and Local Authority colleagues. It was noted that the videos and recording have not yet been sent out to attendees.

The group felt that the presentations from children and young people were excellent and gave real meaning to the conference.

Rob Webster had stepped in as key note speaker at very late notice, and AS noted that his presentation was valuable, particularly given the validity of the research that he referred to.

PH noted that Margaret Mulholland would be very happy to be involved in a future event, and it was generally agreed that the conference should be repeated at some point, as it was well received by school leaders.

The information about the Diversity Mark and the Inclusion Framework was welcomed, and several people had asked when the Framework was going to be launched. Catherine Hutley picked up this point during the following presentation.

2. THE INCLUSION FRAMEWORK – LIVES WITHOUT LABELS

Catherine Hutley and Debbie Lamont attended the meeting to inform the Roundtable about the development of the Inclusion Framework.

- The Inclusion Framework has been developed by colleagues across the Education directorate, together with school leaders, social care and health colleagues and with input from the DFE commissioned Regional Preparing for Adulthood team.
- The work has considered other useful resources and frameworks such as Birth to 5 Matters, Preparing for Adulthood, AET, TPP and others
- The approach is relevant to all of our work with children and young people, including (but not limited to) inclusion, transition, early intervention, SEND, exclusion, attendance and engagement. The Inclusion Framework is also aligned to the social care, early help model.
- The process follows the Assess-Plan-Do-Review cycle and aligns seamlessly with: the Disadvantaged Strategy, Trauma Perceptive Practice (TPP), Ordinarily Available, One Planning and Preparation for Adulthood.
- It is important to note that the Inclusion Framework is not specifically a SEND tool and should be utilised to benefit all pupils at all stages of their educational journey.

The Outcomes Matrix is based on four aspects, and is hierarchical in respect of the skill set (developing from bottom of table upwards).

Inclusion Framework: Lives without Labels									
Developing Resilience and Confidence			Improving Well-Being			Increasing Opportunity		Encouraging Independence	
Creative Thinking	Critical Thinking	Problem Solving	Social	Emotional	Physical	Enterprise	Curriculum and Community Inclusion	Decision-Making	Self-Awareness
Able to interpret and deliver outcomes imaginatively	Able to keep an open mind in all contexts and formulate opinions and arguments accordingly	Able to adapt thinking based on evidence and to accept that there can be more than one solution to a problem	Able to adapt communication and behaviours to any situation	Demonstrates empathy by adjusting their own behaviours in support of others (leadership). Has the confidence to act as an advocate/speak out about emotional wellbeing & mental health	Has the confidence to discuss health issues appropriately and with appropriate people	Actively seeks out opportunities to take on new challenges	Exposed to work experience and enterprise opportunities which raise aspiration and allows informed choices to be taken, including opportunities to actively engage in voluntary work	Confident decision making and reflective learning from decisions	Able to use self-regulation to adapt behaviours according to situation and context, based on skill set and past performance
Able to improvise in any situation	Able to question information, ideas and argument	Show initiative when solving problems, after analysing all options	Able to sustain mutually respectful friendships	Demonstrates self-awareness and displays positive self-esteem	Has an awareness of/engages in healthy physical relationships	Able to tackle courageous projects confidently	Exposure through the curriculum to career/education/life CIAG. Has opportunity for interaction with inspiring role models, including those in the local community.	Able to review decisions and consequences, taking on board the opinions of others	Able to seek out support/co-regulation for areas of difficulty
Has the confidence to do things differently and try new things	Able to develop a well-reasoned argument	Able to solve a problem independently, persevering until it is solved and approaching it in different ways	Able to make friends	Has an awareness of stressors and how to self-regulate when experiencing distress	Recognises need for maintaining good physical health through diet	Able to maximise resources	Shows willingness to develop individual strengths and interests and key skills that allow independence and safety in the community (for example, reading, comprehension and financial literacy)	Able to understand the consequence of a decision and review decision	Able to share their own views, likes & dislikes, strengths & difficulties, similarities & differences with others
Understands the 'bigger' picture and external influences	Able to prioritise to make good decisions	Able to ask for help to solve a problem	Able to take turns	Able to engage in co-regulation of emotions when required	Recognises need for maintaining good physical health through exercise/rest	Shows willingness to undertake new ventures	Expresses interests and provision allows for the pursuit of these interests and talents. Recognises that some life skills (for example, reading) are important and engages with teaching/learning.	Able to weigh up evidence	Able to identify differences and similarities between themselves and others
Able to role play an idea or thought	Able to seek help and advice if needed	Able to break a problem in to parts	Able to share	Able to build positive trusting relationships and begin to describe and talk about their feelings/sensations	Recognises need for maintaining good personal hygiene	Shows resourcefulness in play	Able to articulate what they like/enjoy/strengths	Able to gather information to make a choice	Able to explore feelings/sensations in relation to a range of stimuli and situations
Demonstrates original thought	Able to describe an idea	Able to recognise a problem	Able to interact positively with others	Demonstrates secure attachment/ feelings of safety	Generally able to keep physically safe	Able to follow instructions	Engages in real world play and visits	Able to identify a choice	Awareness of what makes them happy and sad, likes and dislikes

The Inclusion Framework Process

Assess:

- Assess children and young people against the outcomes matrix and create an individual and/or cohort 'profile'
- Identify outcomes presenting as barriers for an individual and any trends across a group
- Children and young people, families and multiple professionals can contribute to the assessment

Plan

- Identify creative solution/s which enable individual or groups of children to progress towards achievement of the outcome
- Consider actions, adaptations, interventions or support to remove the barrier
- Create action plan to put this solution into practice
- Determine how progress will be measured

Do

- Implement action plan
- If additional support or funding is required, over and above that which can be met by the school or setting, a business case can be presented to the Inclusion Panel
- Inclusion Panel will consider the request for support and provide feedback to the school/setting usually via the Inclusion Partner

Review

- Track Progress against the Inclusion Framework and assess the effectiveness of interventions.

- Implement learning across wider school for sustainable impact.

Progress to date

Phase one of the pilot focused on developing and testing the outcomes matrix and then testing whether the Inclusion Framework approach (then called Life Without Labels), supported schools to:

- Identify barriers for children and young people and using this information remove those barriers. For example inform curriculum, lesson planning, environment, practices and policies, staff training needs etc.
- Improve inclusive practice at whole school level for the benefit of all children and young people, ensuring lasting practices
- Inform CIAG and PHSE provision, improving PFA and access to employment and enterprise opportunities.

The pilot worked with a number of schools in Mid and linked closely with other colleagues in ECC, social care, health. The Inclusion Framework will, for example, be used as part of the 2-year integrated Health Check.

Phase one concluded and determined that the Inclusion Framework did support these activities and so we would consider how to roll-out wider and move on to phase two pilots.

Phase two – the ‘learning phase’ is currently underway and focuses on incorporating learning from using the approach. It aims to further test whether the Inclusion Framework:

- Effectively supports identification of cohorts or individual children and young people that are experiencing barriers to their education, non-academic outcomes or preparation for adult life
- Supports identification of cohorts of children and young people that required additional or different support to be identified earlier
- Allows specific, timely support to be put in place at the earliest opportunity, at cohort level so that more children and young people can benefit
- Enables individual children and young people to be supported without experiencing ‘labelling’ which can be detrimental in the long term
- Avoids escalation and improves preparation for adulthood
- Financially supporting early intervention work leads to financial benefits associated with cost/escalation avoidance

Schools will be encouraged to use the Inclusion Framework before taking more extreme actions, such as exclusion or using the statutory assessment process.

Next steps

Further Training and Engagement

Schools and Settings

Health

Social Care

FEDEC

Further detailed training for education LA staff

Ongoing design work

Level 2 of the framework, triage/assessment

Early Years and transition

Reduced timetables

Local offer links

End to end process and guidance

PRU referral process

Digital solution

Supplier meetings to understand scale and cost

Evaluation

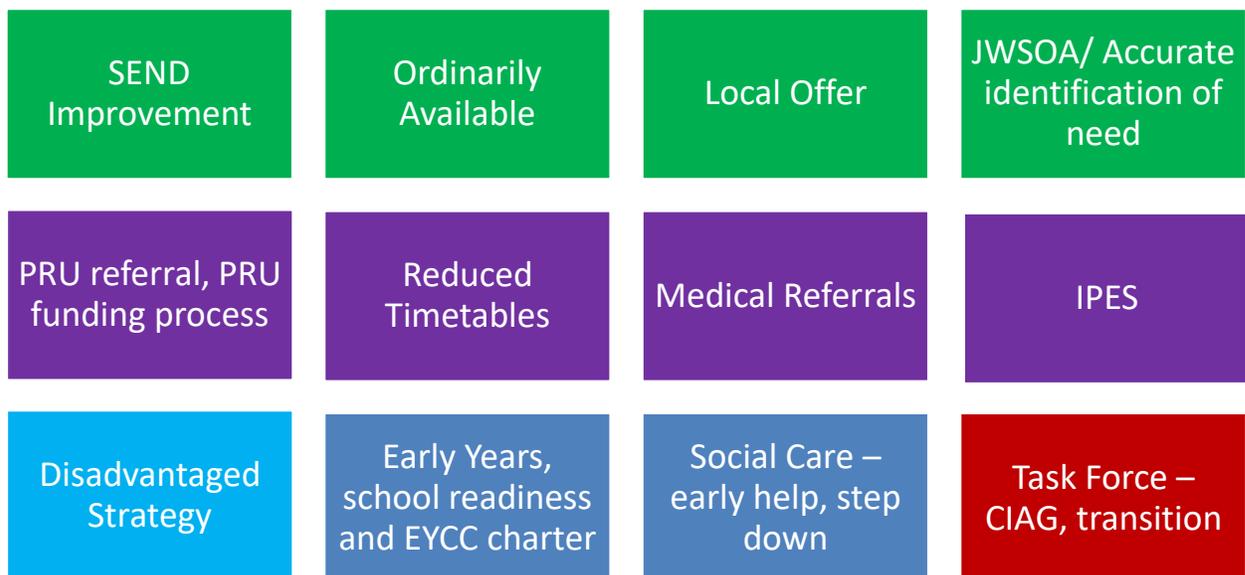
Analysis of the impact of Inclusion Framework

Business case

Approach to full roll-out

Catherine explained that the plan is to make the Inclusion Framework available to schools, including the use of a digital solution. She confirmed that the digital platform will link in with the school's existing information system, to avoid duplication.

The Inclusion Framework works alongside the other ECC improvement strategies:



Philomena Cozens expressed her concern that, although the Framework refers to PRUs and medical referrals, there had been no conversation, to date, with herself or other PRU leads.

Catherine explained that they had worked with Lydia Sherborne in the PRU and is starting a pilot within a GROW provision, but to date the focus has been on exploratory and development work. She is also working closely with Julie Keating (Education Access) and her team. She assured Philomena that phase 2 will include discussions with all settings.

Dan Woodman noted that ESSET would be keen to be involved, including the development of outreach to support mainstream schools.

The SEND workforce are not being given proformas, but instead are being asked to support schools creatively. A bank of case studies of good practice and ideas will be developed. This change in approach is a cultural change for staff, though the Mid workforce in the pilot are increasing their ability to offer creative solutions.

A number of headteachers noted that schools will need support and guidance to manage the expectations of parents/carers, as this approach is very different from the traditional route to assessment and EHCP.

RH referred to the finance and resource challenge that is faced, particularly in a changing system. He noted that the number of statutory assessment applications show no sign of reducing, and it is vital to be financially responsible as well as creative when seeking solutions to the challenge of support children and young people with special educational needs.

3. FOCUS FOR THE NEW ACADEMIC YEAR

Alongside the continued development of the Inclusion Framework, RH noted the activity that will be a focus over the summer and into the new academic year. This will include:

- Initial guidance on requests for assessment relating to EHCPs;
- Annual reviews;
- Production of the “ordinarily available” guidance;
- Consideration of how the SEND Strategy is relaunched/highlighted.

Later in the year there will be a consideration of the SEND Sufficiency Strategy, reviewing whether there is sufficient provision in the system.

The earliest date for a SEND re-inspection for the Authority is October.

4. DATE AND TIME OF FUTURE MEETINGS

RH suggested a meeting early in the autumn term, in advance of a possible LA SEND re-inspection. It was agreed he would share dates with the group.

It was agreed that Kierran Pierce from the Multi Skills Council will be invited to the first meeting next term.

RH

RH