SCHOOL FORUMS TSIL PROGRAMME UPDATE

14 February 2023

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What's already happened

- **October – December 2022**:
  - Engagement 'launch' Event and follow up collaboration events/sessions – range of stakeholders from across system and internal staff
  - Areas of focus and workstreams developed
  - Programme Communications Plan developed
  - Launch of TSIL website on internet – including co-produced TSIL Graphic
  - Change colleagues – further data analysis and exploration of key areas of focus
  - Collaboration with key stakeholders and representatives:
    - Regular meetings with SEND Hub – updates; co-production
    - Systems Leader Group established
    - Launch of some Design Groups (System Transformation); planning of other Design Groups and Internal Focus Groups

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Transforming SEND and Inclusion in Leicestershire

Leicestershire SEN

Project Aim: Fundamentally shifting the relationships and accountability in the SEND system, by ensuring that we are taking a stakeholder and engagement focused approach to delivery, and that messaging & engagement is coherent and consistent across key groups.

System Transformation
Inclusive Practice in the System

1. Support for Schools
2. Early Years
3. Inclusive Culture
4. Visibility of Inclusive Practice

Service Transformation
Decision Making & Ways of Working

1. Identifying needs
2. Decision to assess and drafting EHCPs
3. Setting type decision making
4. Confirming placements and sufficiency
5. Proactive reviews and ceasing plans

Digital & Performance

1. Data consolidation and access
2. Performance framework
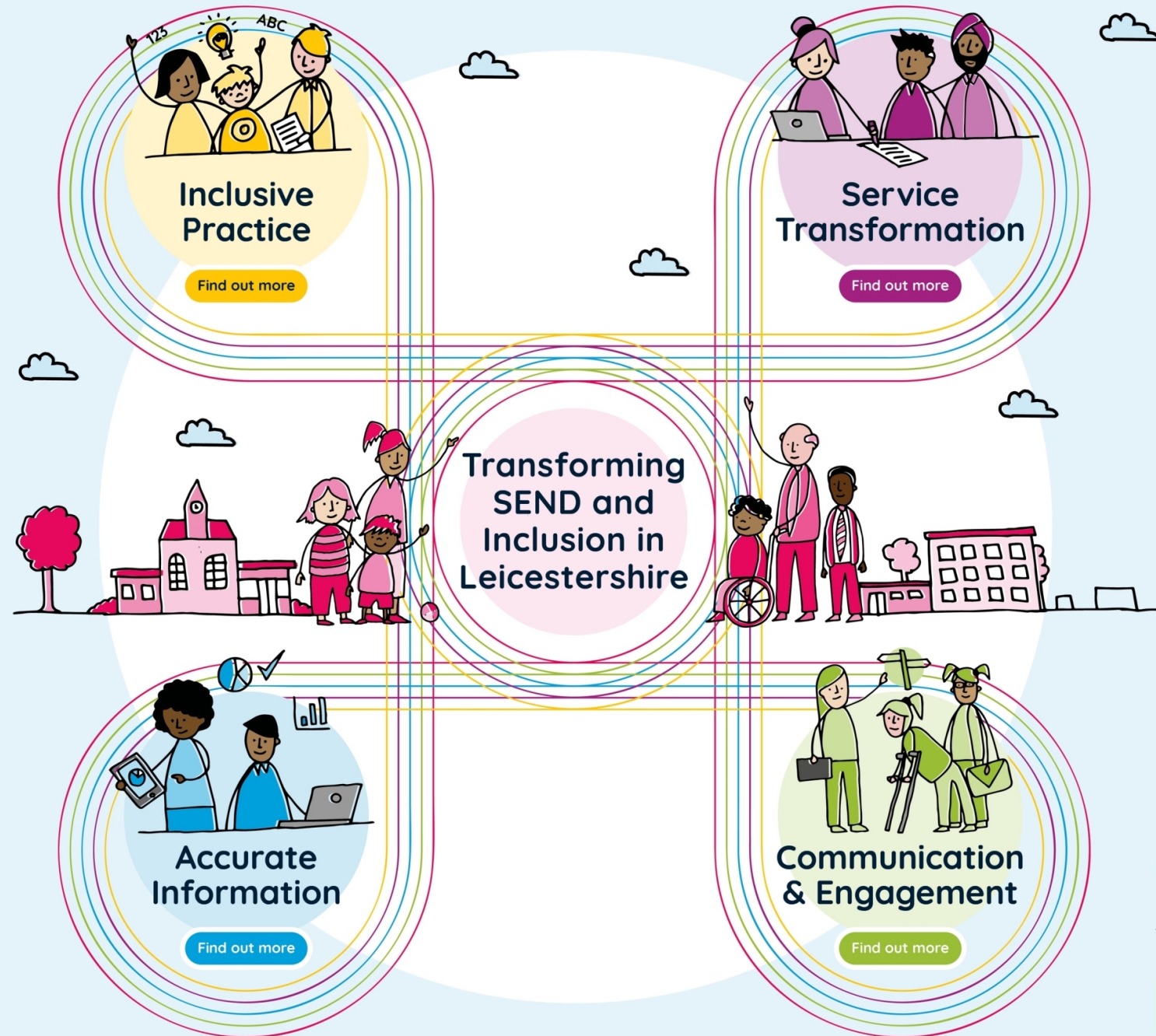3. Benefits monitoring

Communication & Engagement

1. Engaging system stakeholders through change, and ensuring consistency across the programme
2. Improving communications with key groups such as schools, early years and parents
3. TSIL programme communications

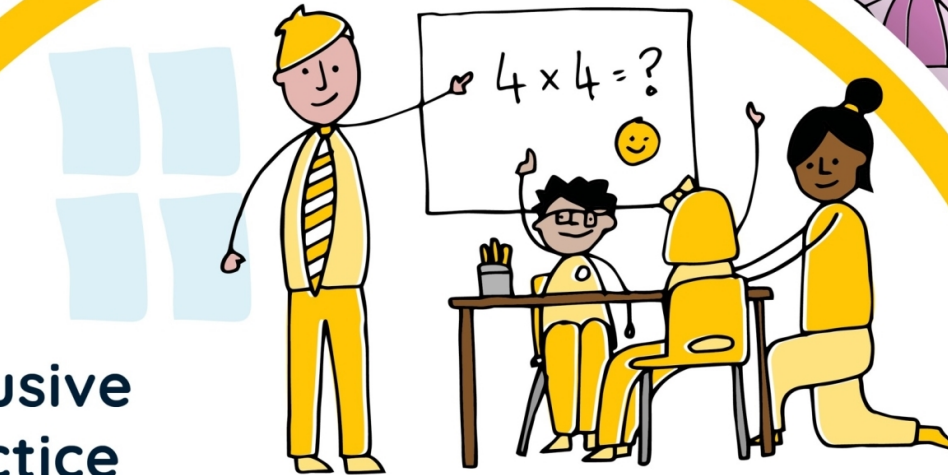Transforming SEND and Inclusion in Leicestershire

Leicestershire children and young people are supported by a system that is fair and transparent, to get the right support at the right time throughout their education

Principles:

1 Maintain a focus on children and young people

2 No one person or organisation can solve the problems alone

3 Shift to a mindset of collective responsibility

4 Work in genuine partnership

5 Foster good working relationships

6 Improved and honest communication

7 Define roles and responsibilities

8 Set clear expectations

9 Make transparent and robust decisions

10 Support children and young people early and close to home

Inclusive Practice

Find out more

Service Transformation

Find out more

Transforming SEND and Inclusion in Leicestershire

Accurate Information

Find out more

Communication & Engagement

Find out more

For more information:

Email:
transformingsendi@leics.gov.uk

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Inclusive Practice

Ensuring everyone involved in supporting children and young people takes action and gives the right support where needed

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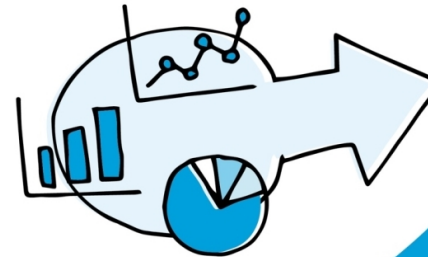**Transforming SEND and Inclusion in Leicestershire**

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Service Transformation

Ensuring the Local Authority understands the needs of children and young people and their families and makes transparent, needs-based decisions with timely and clear communication

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Accurate Information

Ensuring that across the Local Authority and wider system there is accurate and timely information about children and young people and visibility of this allows evidence-based decisions to be made

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Communication & Engagement

Ensuring that everyone has the opportunity to work together to improve the offer available to children and young people, and that everyone understands the part they play to make a difference
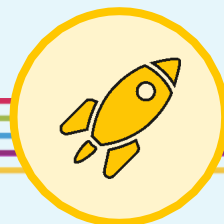
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**Transforming SEND and Inclusion in Leicestershire**

Inclusive Practice
Ensuring everyone involved in supporting children and young people takes action and gives the right support where needed

Design groups set up
Oct '22
At the engagement event in October, people from across the system, including parents, carers, schools, and service members, signed up to participate in design groups across early years and mainstream settings
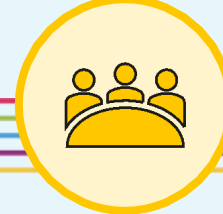
Design Groups
*Oct '22 - Mar '23*
Design groups will start to design how we all can:
- **Improve CYP journeys**, for example through better support and communication in transitions, and proactive planning
- **Improve inclusivity** through visibility of inclusive behaviours
- Enable better **peer to peer support** between schools

CYP Journeys & Improving Inclusivity: Trials
Dec '22 - Mar '23
Starting with the design for Early Years transitions, the system will be trialling ways to improve inclusivity, with a particular focus on transitions. Trials with other education settings will follow in February
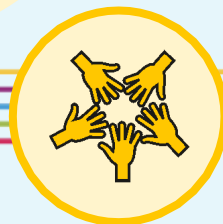
CYP Journeys & Improving Inclusivity: Full System Rollout
Mar '23 - Jun '23
The networks will be used to support the rollout of changes that will better support CYP journeys and the visibility of inclusive practice across the system

Support for Schools & Outreach
Feb '23 - Apr '23
Partners from across the system will work to develop the training and outreach support available to ensure education settings are equipped to support CYP in the most inclusive way
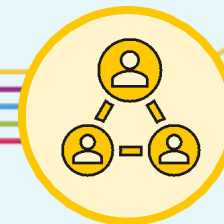
Peer Support Trials & Rollout
Jan '23 - Mar '23
A trial network will be set up to test peer support networks, the best practice toolkit, and a tool to support with writing SEND development plans. After trials, SENCos from every school will be invited to participate

Funding Models Design & Trials
2023
Designing a funding model that allows flexibility for schools to enable the right support to be put in place at the right time, without requiring a formal EHCP
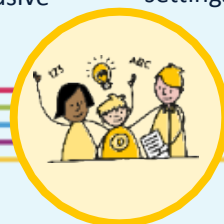
Inclusive Practice Outcomes
Academic Year 23/24
All schools will be enabled to engage in continually improving their inclusivity, and will be able to better support CYP in mainstream settings
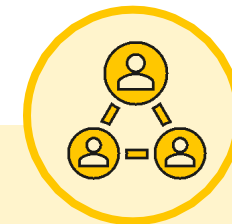
Changes to Funding Models
2024
After comprehensive design and trialling, the changes to the funding models will be rolled out to schools

Learnings from trials and design groups may lead to changes in the timeline

Transforming SEND and Inclusion in Leicestershire

Peer support trials and rollout

In order to ensure pupils with the highest level of need receive the highest level of support, a group of primary and secondary schools are working together to develop an extensive best practice toolkit, peer to peer networks that support SENCos to include children/young people with SEND, and data visibility/SEND reviews to help settings build an evidenced based SEND development plan.

What is the trial team doing?

Discuss individual children, whole school send provision, and transition planning

Trial and iterate an extensive best practice toolkit, covering expectations for school provision and transitions

Use of data and SEND reviews to develop evidence-based SEND development plans for next year

How is TSIL supporting the trial team?

The TSIL team will be facilitating the trial group conversations and alongside the best practice design group have build a draft best practice toolkit, taking inspiration from other local authorities.

Next Steps

The trial has 3 phases that will take place during the spring term. Phase 1 changes will begin rolling out from mid-February.
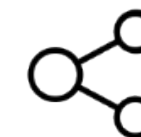
In late February/early march, the trial schools will support the development of local networks with new ways of working. In addition, they will share the best practice toolkit.

"When you're in a trust you're often the only secondary school, so you chat a lot to primary schools, but you never get to talk to other secondary schools about what they do differently. I'm excited to work with other secondary schools"

Secondary School SENCo

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CYP Journeys & Improving Inclusivity: Early Years to Primary Transition

To give every child with SEND the best possible start to their school, they require an inclusive and successful transition from Early Years to primary school, where their individual needs are accounted for and there is good communication between everyone involved.

What are the trials?

Five key requirements of a good transition to primary school for children with SEND have been identified by our design group.

Trialled and iterated ways of identifying and taking action around individual children when these requirements of a successful transition are at risk of not being met.
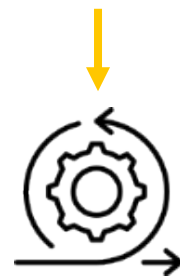
Working with early years providers, primary schools, parents and other professionals to design and implement ways of improving communication and inclusivity in the primary transition.
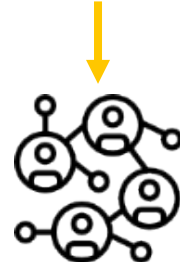
Next Steps?

Our trials have started within the LCC Early Years Service, as advisors identify concerns around children on their caseloads' transition.

In the next few weeks, we will be designing and trialling ways to improve inclusivity in the primary transition across the wider system, including trial schools and early years providers.

Around March/April, we will finalise the design of our improvements to the inclusivity of the primary transition, and start to roll this out to the wider system.

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Service Transformation

Ensuring the local authority understands the needs of children and young people and their families and makes transparent, needs-based decisions with timely and clear communication

Data Analysis & Feedback
Oct '22 - Dec '22

Data analysis and gathering feedback from across the system and within the service to inform prioritised areas for design
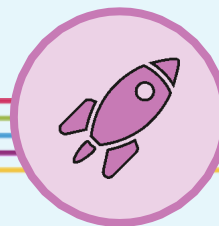
### Design groups set up
Jan '23

At the engagement event in October, people from across the system, including parents, carers, schools, and service members, signed up to participate in design groups, starting in January

Educational Psychologist Support
Feb '23

Additional Educational Psychologists will be in place, to help to process the open assessments in a timely way, as well as informing the support required going forwards
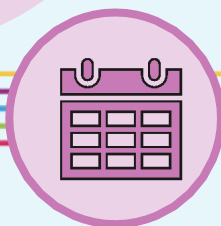
Assessments and Issuing EHCPs: Timely Decision Making
*Feb '23 - Mar '23*

The service will be trialling changes with the way that assessments are carried out to improve the **timeliness,** to improve performance against **statutory requirements**

### Robust Decision Making & Effective Communication
Jan '23 - Mar '23

The design groups will support in improving the decisions made around carrying out assessments and issuing EHCPs, including decisions around settings, to ensure our they are **consistent** and **needs based**, as well as being **communicated effectively**.
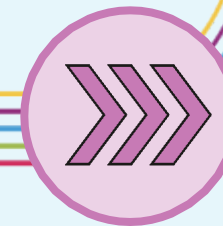
Phase Transfers: Decision Making
*Jan '23 - Mar '23*

Work starting in January will aim to support CYP phase transfers to ensure our decisions are **timely**, **consistent**, and **needs based**. We will be taking lessons learned from this work and using these to inform our approach for March statutory deadlines
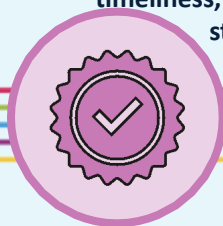
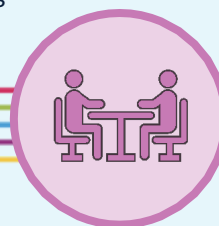### Understanding Effective Reviews
Feb '23 - Apr '23

The service will be revisiting our reviews process to understand how we can increase the timeliness and quality of interactions and outcomes
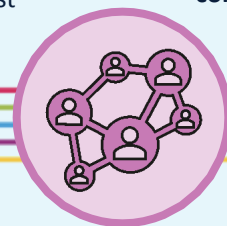
Full Service Roll Out
Apr '23 - Sep '23

The changes that have been trialled will be rolled out to the whole service, ensuring there is a consistent way of working

Internal Operating Model Review
2024

Review of internal operating model across internal SEND services, the learnings will be consolidated into a broader operating model for SEND within the service, ensuring that we have the right capacity and resources, prioritisation, and clear communication channels

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Service Design Groups Set Up
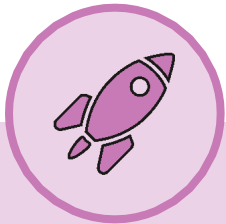
In order to design changes that will lead to better support for children and young people, voices from across the system are coming together to share their diverse perspectives, and collaborate on the trials within the Service Transformation Project

Design Group	Design Group Aims
Identifying Strengths and Needs Exploring the strengths and needs of children and young people through EHC needs assessments	• To explore what is helpful for understanding the strengths and needs of children and young people through EHC needs assessments • To identify how to better communicate information gathered on strengths and needs
Provision based on need Exploring the process of decision making within the service, to ensure a fair and consistent approach is taken	• To explore & collaborate on the process of decision making within the service to ensure a fair and consistent approach is taken • To understand preferences for certain setting types or placements over others and the reasons for that, and views on the benefits of SENIF vs an issued EHCP
Ensuring clear communication between parents/carers & the LA Exploring communication points and methods between the service & parent/carers throughout decision making processes	• To identify and collaborate on development of improved BAU communications e.g. letters, emails, telephone calls and at what points these would be most suited • Specifically, to explore communications around setting & placement decision making and the ways to disagree with decisions

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in Leicestershire

Communications & Engagement Design Group Set Up

This design group will explore the wider communication around the TSIL Programme and ensure that the right message is delivered in the right way at the right time and that all stakeholders have a voice in shaping the TSIL programme.

Design Group	Design Group Aims
Communication and Engagement Exploring communication around the TSIL programme	• To raise awareness of the Transforming SEND and Inclusion in Leicestershire (TSIL) programme of work and deepen understanding of TSIL and its impacts • To work collaboratively together to help shape and improve our communications effectiveness across the programme • To support the engagement of partners, staff, parents, carers, and children and young people in the changes and to represent the voice of our collective stakeholder groups

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What's happening next?

- **January – March 2022**:
  - Additional Design Groups commenced late January 2023
  - Pilot of Schools Portal within Synergy with small sample of schools commencing Feb 2023
  - Additional resource in SENA (new staff) with focus on Phased Transfer and Annual Review work
  - Provision of further information to stakeholders as part of communications plan – timelines, updates on TSIL initiatives, etc.
  - Further engagement events for stakeholders – to provide updates, progress reporting planned for Feb & March 2023
  - Further surveys with stakeholders and development of robust, measurement tools to track effectiveness of activity underway

If you have any ideas, questions or want further information about the programme please email: TransformingSENDI@leics.gov.uk

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