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**TRAFFORD
COUNCIL**

AGENDA PAPERS FOR CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE

Date: Tuesday, 5 October 2021

Time: 6.30 pm

Place: Council Chamber, Trafford Town Hall, Talbot Road, Stretford, M32 0TH
At present we are not able webcast or record this meeting

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6. EARLY YEARS SECTOR, AMBITION PLAN AND SCHOOL READINESS	1 - 12
8. DRAFT EXECUTIVE RESPONSE TO THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE TASK AND FINISH GROUP REVIEW INTO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) AND SCHOOL EXCLUSIONS	13 - 32

Sarah Saleh
Deputy Chief Executive

Membership of the Committee

Councillors D. Western (Chair), Mrs. P. Young (Vice-Chair), J. Bennett, Miss L. Blackburn, T. Carey, J. Dillon, S. J. Haughey, S. Longden, S. Maitland, A. New, A.M. Whyte, D. Acton (ex-Officio) and Dr. K. Barclay (ex-Officio).

Further Information

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Children and Young People's Scrutiny Committee - Tuesday, 5 October 2021

This agenda was issued on **27th Sep 2021** by the Legal and Democratic Services Section, Trafford Council, Trafford Town Hall; Talbot Road, Stretford, Manchester, M32 0TH

TRAFFORD COUNCIL

Report to: Children and Young People's Scrutiny Committee
Date: October 2021
Report for: Information
Report of: Karen Samples, Director of Education

Report Title

Early Years Sector, Early Years Ambition Plan and School Readiness

Summary

This report provides an update on the early years sector, ambition plan and school readiness

Recommendation(s)

That the contents of the report are noted.

Contact person for access to background papers and further information:

Name: Zoe Sweeney: Early Years Service Manager

1. Early years sector

Trafford has a strong early education and childcare market with a good mix of early years providers across all neighbourhoods offering parents and carers a range of options to suit their needs. There are 354 early education settings, comprising; 205 childminders, 92 early years group settings and 57 school nursery classes, two of which offer funded places for 2 year old children. There are nursery assessment places available in three of the primary special schools.

Quality of early years provision is high with 98% childminders graded Good or Outstanding compared to 96% nationally and 99% of group settings graded at Good or Outstanding which is compared to 97% nationally.

2. Early years strategic plan ambitions

Trafford has a well-established 0-5 Board with representation from all key partners. The 0-5 strategic plan has 7 ambitions (Appendix 1):

1. **1001 Critical days**
To promote good parent infant relationships and early child development
2. **Special educational needs and disabilities (SEND)**
Needs and strengths are identified and supported at the earliest opportunity
3. **Integrated working and family support**
Working together to achieve better outcomes and be safe
4. **Speech, language and communication**
Children communicate well
5. **Social and emotional wellbeing**

Children have healthy relationships

6. Being healthy

Children achieve their best possible physical health

7. Early education

High quality early education for all

The priorities linked to these ambitions were refreshed for June 2020 – December 2021 to reflect the Covid recovery planning, ensuring that work is focused on key areas. A new plan with key performance indicators (KPI) will be developed with all partners in January 2022.

3. School readiness data pre-Covid

Key performance data for school readiness is linked to the Early Years Foundation Stage Profile (EYFSP) at the end of a child's reception year in school. This is not available at scale due to the cancellation of the EYFSP centralised data collection for both 2020 and 2021. This is further compounded by the Early Years Reforms which have come into effect September 2021 meaning that comparable data will not be available moving forward.

The assessment tool used by Health Visitors to assess child development at mandated points as outlined in the Healthy Child Programme is the Ages and Stages Questionnaire. This information is also not available at scale not just due to pressures of Covid but also due to the challenges of the implementation of the Electronic Patient Record and Information Governance. However ASQ data from 2018 demonstrated that 12% of children in receipt of their 2 year mandated review were not meeting age related expectations.

Key headlines from 2019 pre pandemic include:

- The majority of children achieved a good level of development (GLD) at 75% which is above the national average.
- Partington and the North locality were below both the national and Trafford average in terms of children achieving a good level of development.
- Children in these localities were below the national average in the three prime areas of learning: communication and language, social and emotional development and physical development.
- Particular cohorts of children were also not achieving both the national and Trafford average namely:
 - Black and mixed heritage children
 - Boys in both Partington and in some areas of the North were also not achieving a GLD.

The most recent Joint Strategic Needs Assessment (JSNA) for children and young people in Trafford age 0-19 highlighted the following for the 0-5 age range:

- One in 5 children aged 5 is overweight or obese (one in 4 nationally)
- One in 5 children has tooth decay by age 5 (one in 4 nationally)
- Children age 0-5 in the 20% most deprived small areas were 2.5 times more likely to require Social Care Support than the Trafford average (March 2018)
- 24% of children assessed as being a Child in Need were in the 0-5 age range. 'Abuse and neglect' was the primary need followed by 'Family in acute stress' and 'family dysfunction'. (March 2018)
- 18% of looked after children were in the 0-5 age range. (March 2018)

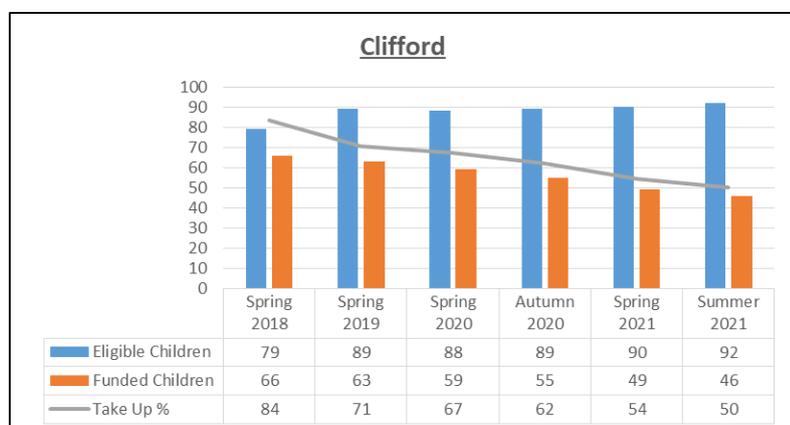
There is an assumption that attainment gaps and outcomes highlighted in 2019 will inevitably have widened/ deteriorated due to the impact of the pandemic. The work of the

0-5 Trafford Board and Ambition Plan is to narrow these gaps and improve outcomes particularly for our most vulnerable or disadvantaged children and families.

4. Key issues

a) The early years sector, sufficiency and parental confidence

Take up of 2 year education places for economically disadvantaged families remains high at 88% with Trafford currently ranked 1st nationally out of 151 areas. This is also higher than statistical neighbours (71%) and significantly higher than national (62%). This however is lower than previous years and illustrates a national decline in line with the start of the pandemic. Analysis of Trafford’s two school readiness areas, Partington and the North demonstrates that in the main 2 year take up for eligible families is high however it appears to be the lowest in one small area of the North in Clifford ward. Further exploration of this is required to fully understand the potential barriers for families, however the introduction of the 18 month assessment will be key in addressing this issue.



Interestingly the numbers of children eligible for the 2 year entitlement offer has decreased slightly when this was originally predicted to increase as an impact of Covid. As this entitlement is linked to economic criteria there is an assumption that this could be a reflection of the current employment position with high number of job vacancies available.

Take up of early education of 3 and 4 year olds in Trafford, whilst reasonably high at 94% has decreased from 101%. This is still above national (88%) and is 1% above the North West average and that of our statistical neighbours (1%). Further exploration will be required to validate the reasons for this decrease.

(a) Academic Year 2020/21
Information to date for the current academic year

Term	Universal Part Time Equivalent (PTE) Places					Extended Part Time Equivalent (PTE) Places					Total Part Time Equivalent (PTE) Places					% universal children taking up 30 hours
	PVI		School		Total	PVI		School		Total	PVI		School		Total	
	PTE	%	PTE	%	PTE	PTE	%	PTE	%	PTE	PTE	%	PTE	%	PTE	
Aut 2020	1,358	48%	1,593	54%	2,951	827	53%	735	47%	1,562	2,185	48%	2,328	52%	4,513	53%
Spr 2021	2,014	54%	1,884	48%	3,898	1,332	65%	727	35%	2,059	3,348	58%	2,411	42%	5,757	56%
Sum 2021	2,983	62%	1,784	38%	4,747	1,891	70%	811	30%	2,702	4,854	65%	2,594	35%	7,448	57%

The number of places funded across the sector has also decreased. In the school year 2020/21, there was a decrease of 753 part time equivalent (PTE) places which equates to a 6% drop in universal places funded in the sector when compared to school year 2019/20. The reasons for this *may* be attributed to a number of factors;

- A declining birth rate.

- Parental confidence and changing work patterns
- A shift towards informal childcare arrangements in particular grandparents
- Younger children and parents have spent a significant time at home with limited social interaction. Parents may well feel more anxious about separation due to a lack of opportunity to socialise and access the usual baby and toddler groups.
- Family health vulnerabilities or circumstances

Of particular note is the decrease in the extended places. This is where working families accessing the universal offer can access extended places of up to 30 hours per week if they meet specific economic criteria. In school year 2020/21 there were 492 less part time equivalent (PTE) places than in 2019/20 which equates to a 7% decrease. It is assumed that this is reflective of families changing working patterns and behaviour. This will also be a contributory factor linked to sufficiency. The places are available but may not be being used due to lack of demand.

There are no known sufficiency issues resulting in children being unable to access an early education place.

The numbers of early education providers in the private voluntary and independent (PVI) sector has decreased as highlighted in the table below.

Type of provider	Pre Covid	October 2020	September 2021
Day nursery	70	71	70
Pre- school	28	22	22
Childminder	239	234	205

The overall number of childminders is also not a true reflection of those providing early education places as we are aware that a number of these are currently 'working out of the home'. This means that whilst they have retained their 'Registration' with Ofsted they are choosing not to provide early education at this time and have taken alternative work. In addition a number of childminders registered may be providing 'wrap around care' for older children but not providing early education throughout the day for early years children.

The numbers of Childminders have been steadily declining over a number of years mainly due to the fact that this group have traditionally been in an older demographic with a number retiring from the profession. Registered Childminder numbers have dropped by 29% since December 2017 as evidenced below:

Date	Total number of childminder	Early Years Register	Childcare Register only	Registered with Childcare Agency*
March 21	213	205	6	2
August 20	232	223	7	2
December 19	238	230	8	0
March 19	260	250	10	0
December 18	266	257	9	0
December 17	298	291	7	0

Figures taken from Ofsted Official Statistics for Childcare and Inspections (Data, Charts and Tables).

Whilst sufficiency does not appear to be a problem in Trafford the challenges for the early years sector should not be underestimated. Business continuity is of particular concern due to the following factors:

- The sector is experiencing severe recruitment and retention issues. This cannot be solely attributed to what is being termed 'the great resignation' as this is not a new situation but has been exacerbated by the pandemic.
- Non-vaccinated staff or those who are not yet fully covered working in group day care settings who are required to self-isolate if they are deemed a contact.
- There have been circumstances where agencies are either unable to find or reluctant to provide staff where there has been a positive case and staffing is low due to low rates of vaccination.
- The sector are reporting a lack of skilled practitioners coming in to the sector following initial training and qualification. This is expected to be exacerbated by the fact that many 'in training' have been unable to access placements to consolidate their practice.

A more in-depth sufficiency exercise will be undertaken during autumn 2021 and spring 2022. This has been intentionally delayed until the CJRS has ended and the first term of autumn was underway with new children starting new school nursery places in order to obtain a more accurate position of the early year's landscape and market. The North will be a particular focus due to declining numbers of childminders in this area, a couple of group setting closures and business continuity challenges in a number of settings.

b) 2021 Snapshot of School Readiness

Despite the absence of a statutory EYFSP data collation, the Early Years Foundation Stage (EYFS) Consultant worked collaboratively with Headteachers and EYFS Leads across Trafford to gather, where readily available, predicated data based on the previous criteria for assessing if a 'Good Level of Development' had been achieved. This was collated July 2021.

Data submitted by 40 schools across Trafford (70% of all schools) evidenced that outcomes for children at the end of their Reception Year had been impacted. The average Good Level of Development (GLD) overall was an average of 64%, however it must be acknowledged that this is not a full data set. It does, however, provide an indication of impact. Other averages can be highlighted below:

- Girls reaching a GLD : 71%,
- Boys reaching a GLD : 57%,
- Children in receipt of Pupil Premium : 44%,
- Children with English as an Additional Language: 51%.

A full data set was submitted for all Partington schools therefore providing a more accurate picture of educational attainment and development:

- GLD of all children 43% (68% in 2019)
- Girls : 53%, (82% in 2019)
- Boys: 39% (56% in 2019)

Speech, language and communication was cited as a key issue and this validates data that was collated in October 2020 where results of WellComm screens (SLC assessment tool) highlighted high numbers of children not at age related expectation (ARE). This was presented in a previous report in July 2021.

Summer 2021 data for one school in Partington demonstrates the success of an evidence based intervention Nuffield Early Language Intervention (NELI). A school reception class saw a decrease in the numbers of children not at age related expectation with 30.9% of children not secure for age on the WellComm in July 2021 compared to 75.7% at the beginning of the academic year. The SENCO reported that the introduction of the NELI had made a huge difference to this cohort of children.

c) Strategies and up to date information linked to key Ambitions to improve school readiness

Speech, language and communication (SLC)

- Contain funding has been secured until March 2022 to provide targeted speech, language and communication groups to parent carers of children aged 18 months – 30 months. A Speech and Language Therapist has been recruited to deliver these groups.
- A multi- agency SLC task and finish group has been established to agree the pathway for children aged 0-5. This will feed in to the Health Visiting Review and Early Help Redesign.
- The ‘Giving Voice’ accreditation program and associated workforce programme is delivered virtually with over 70 early years practitioners accessing the WellComm Training. Encouragement for all settings to use WellComm as a routine assessment tool at the start of the academic year as part of the baseline assessment.
- A Partington specific task and finish group has been established by the EYFS Consultant with an SLC focus.
- The Greater Manchester Top 10 Tips for Talking has been launched across Trafford week commencing 27th September with a social media campaign and live story times at the Hideaway and Urmston Library – this was covered in a press release to raise the profile.

Social emotional development and wellbeing (SEDW)

- Feel Good Early Years Project has been launched for PVI early years settings to support children’s social and emotional development and well-being – it is planned that this will be extended to schools.
- A multi-agency Social and Emotional Development Well-Being Pathway Task and Finish Group has been established to co-produce the Trafford Pathway building on good practice from Bolton’s THRIVE model. A draft will be developed by December.
- A piece of research has taken place with the support of the GMCA school readiness team and NESTA investigating parents’ wishes for social and emotional support for 0-5s (focus group with parents of 0-5s from Partington held at The Hideaway). The findings from this piece of research will inform the development of Trafford’s SEDW pathway and early help approaches.

- Delivery of Solihull and Incredible Years parenting programmes. Evidence of impact:

Solihull 'Understanding your Baby' course August 2021: 32 learners, 86% of course completers found the course helpful, 71% course completers would recommend the course to others and a parent attending the Incredible Years course stated:

It can be the smallest of changes of how I do something that will make a big impact on the effectiveness!! I also think the interaction and hearing from other parents facing the same is really nice so I know I'm not the only one. I'm also really grateful that there is a course like this. It makes me feel like there is hope and I don't need to keep struggling on forever. I feel really supported with you all there. So a big thank you"

Be Healthy

- Public health support to early years settings regarding guidance and protective measures
- Enhanced support provided regarding minimising risk and spread of other childhood viruses that have increased significantly to reduce pressure on paediatric wards and hospitalisations by providing key public health information in a timely way
- Catch up of early years immunisations that were affected due to deployment of health visitors and services
- A campaign across early years to reduce accidental poisoning in the home. Between 2016 and 2019, 60 children under 5 from Trafford were admitted to hospital due to accidental poisoning and 95 admitted to hospital from poisoning from medication.

Integrated Working and family support

A number of systemic changes are in scope to improve early identification of need, provide holistic support to families with the 'right help, at the right time by the right person.' These include:

- The introduction of a universal assessment at age 18 months for families in the North and Partington to increase 2 year take up, identify SLC needs at the earliest opportunity and support social and emotional development and well-being of families. This is tabled for discussion at the Children's Commissioning Board in October 2021.
- The Health Visiting Review and Early Help redesign will ensure that there are integrated pathways for children and families making best use of resources from across the system.
- Digitisation – Trafford are exploring the GMCA Digitisation offer where parent carers can access their child's journey via an app. This will contain key information such as developmental assessments and WellComm scores which can also provide health data at scale.
- Early Years Workforce Competency – Each locality in GM is hosting a session for front line workers to test out components of an early years workforce competency approach. Trafford is hosting this on 17th November. This will ensure that all those working with early years children have the necessary skills and underpinning knowledge to support families.

- Extension of the Trafford Team Together model for Early Years – Early Years Trafford Team Together approach is in conception.

Early Education

- Quality improvement support provided to all PVI and schools to support implementation of EYFS Reforms that came in to effect September 2021.
- A focus on narrowing the gap for black and mixed heritage children. An Educational Psychology Research Project has been developed in conjunction with Trafford Early Years Service, Educational Psychology Service and MMU exploring attainment gap in Trafford for particular BAME cohorts. Bright Futures Teaching School will be asked to support this work with a focus on the North of the Borough.
- Support has been commissioned for autumn term to support both the school/PVI sector with early reading and phonics which has been identified as an area of focus linked to Ofsted outcomes.
- All children attending an early years setting receiving specialist support from a social worker have attendance tracked weekly to ensure the most vulnerable benefit from regular attendance at a high quality early education provision – at present this equates to 46 children.
- Neighborhood approaches will continue for Partington and North to narrow attainment gap
- A comprehensive workforce programme is in place which underpins Trafford's key priorities to affect change. This includes a widespread speech and language package, SENCO qualifications, specific Safeguarding Training, Pediatric First Aid, and Public Health Support.

SEND

- 34 SENCOs in Early Years now trained to Level 3 Early Years SENCO qualification with a new cohort started September. This will ensure over half of all group settings in Trafford have a trained SENCO.
- Level 2 SENCO qualification to be offered to Childminders to develop SEND knowledge across all the sector.
- Multi-agency task and finish group established to review the Early Years Trafford Autism and Social Communication (TASC) Pathway.
- New early years provision map template and accompanying guidance materials have been developed and due to be launched. This will provide improved support for settings in planning effective, challenging and realistic targets and outcomes for children with the most complex needs, and provide impact data.
- Exploration of the introduction of the evidence based Pediatric Autism Communication Therapy (PACT) in Trafford. PACT is an early social communication intervention with parent carers to improve communication and interaction skills.

1001 Critical Days

- Chat Health', a confidential help and advice tool which enables safe and secure text messaging between health visitors and families launched July 2021
- Health Visitor Review is nearing the final stages with implementation due April 2022

- Parent Infant Mental Health Pathway finalised – agreement that this should link with the social emotional development and well-being pathway to ensure a consistent approach across the early years age range from pre birth to age 5.
- Trafford Infant-Parent Service (TIPS) launched with multi agency steering group.

Risks and challenges moving forward

- Increased pressure and demand on key partners and services including Intensive Family Support, Social Care, a range of health services due to increasing complexity of issues experienced for families.
- Health Visiting Capacity is of particular concern due to obvious interdependencies on improving school readiness. The 12-15 year old vaccination programme is affecting capacity along with national and local recruitment and retention challenges along with 'catch up' of developmental assessments due to original redeployment.
- Lower take up of 3&4 year old offer – need live birth data /IG sharing to assess how many children are not accessing universal provision and why

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Strategic outcomes

1001 critical days	Speech, language and communication	Social and emotional wellbeing	Being healthy	Special educational needs and disability	Integrated working and family support	Early Education
Lead: Claire Ball	Leads : Paula Lee and Zoe Sweeney	Leads: Alison Gurney, Kathryn Eckersley, (with support from Chris Hamnett)	Lead: Helen Gollins	Leads: Barabara Jakowski and Anne Davies	Leads: Jenny Hunt and Claire Butterworth	Lead: Lynda Kilduff
To promote good parent infant relationships and early child development	Children communicate well	Children have healthy relationships	Children achieve their best possible physical health	Needs and strengths are identified and supported at the earliest opportunity	Working together to achieve better outcomes and be safe	High quality early education for all

What are we going to do?

<p>Map service provision across the 1001 critical days</p> <p>Quality assure the 1001 critical days pathway.</p> <p>Develop an integrated Parent & Infant Mental Health Pathway in line with the THRIVE model</p> <p>Establish an Early Attachment Service</p>	<p>Deliver a WellComm assessment for all vulnerable children.</p> <p>Develop and evaluate interventions for lower level targeted support support.</p> <p>Develop 0-5 early intervention SLC pathway with shared ownership.</p> <p>Implement data collection systems for monitoring and tracking linked to triage processes.</p> <p>Improve outcomes for SLC in our priority areas.</p>	<p>Map service provision against NICE guidelines</p> <p>Develop and deliver a social and emotional pathway pre-birth to 5.</p> <p>Develop and deliver a 'Feel Good Early Years' approach across early years provision</p> <p>Strengthen our parenting offer for families with young children</p> <p>Develop practitioners' awareness of Adverse Childhood Experiences (ACEs) and understanding of how these can affect children's social and emotional development</p>	<p>Develop a physical development pathway.</p> <p>Improve and reduce inequalities in the uptake of childhood immunisations across Trafford.</p> <p>Promote healthy weight across the partnership.</p> <p>Improve oral health for young children.</p>	<p>Develop an equitable approach to identifying and providing SEND support.</p> <p>Strengthen the early help offer for families of young children with SEND.</p> <p>Develop person centred approaches linked to preparing for adulthood.</p> <p>Improve outcomes for children with SEND.</p> <p>Improve transition for children with SEND.</p> <p>Improve support for children on the autism social communication pathway and their families.</p>	<p>Work with partners to ensure the quality and equity of contacts with families – make every contact count.</p> <p>Develop and implement the early help strategy</p> <p>Develop key messages and communication strategy for families and professionals.</p> <p>Development of a locality parental engagement model.</p> <p>Offer for 0-5s intensive family support.</p> <p>Develop, implement and review integrated reviews.</p>	<p>Maintain high quality early education with 95% of early education providers judged Good or Outstanding by Ofsted.</p> <p>Retain high take up of the 2 year old education entitlement at 90% and over.</p> <p>Monitor sufficiency and sustainability of early education places and the sector to maintain Trafford's bouyant childcare market.</p> <p>Develop a consistant approach to promoting the home learning environment for 0-2's.</p> <p>Support the implementation and embedding of EYFS Reforms across the sector.</p> <p>Continue to narrow the gap for children who are most vulnerable.</p>
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Place based approach locality planning building on community assets

Early years workforce strategy		Achieving the vision; working together (enablers)			Fair and sustainable finance	
	GM Pathways to Talking Project Giving Voice Accreditation Award Joint Commissioning Board Graduated Approach to Supporting SEND	Early Help Strategy Parenting Review/Strategy Graduated Approach to Supporting SEND Early Years Learning and Development Programme Healthy Young Minds Strategy	GM physical development pathway Oral health strategy Healthy weight pathway Immunisation assurance group Commissioning strategy	Graduated Approach to Supporting SEND Early Years Learning and Development Programme Trafford Autism Social Communication (TASC) Pathway	GM Early Years Workforce Academy Early Help Strategy	

TRAFFORD COUNCIL

Report to: Children and Young People's Scrutiny Committee
Date: September 2021
Report for: Information
Report of: Director of Education, Standards, Quality and Performance

Report Title

Response to the Children and Young People's Scrutiny Committee Task & Finish Group Review into Special Educational Needs and Disabilities (SEND) and School Exclusions.

Summary

Following the publication of the Task and Finish Group Review, Trafford officers have produced a response to the information and recommendations made.

Recommendation(s)

Scrutiny to note the responses made as requested.

Contact person for access to background papers and further information:

Name: Karen Samples
Extension: 8686

*For non-confidential reports to Executive add the following **mandatory** information:*

Background Papers: The Children and Young People's Scrutiny Committee Task & Finish Group Review into Special Educational Needs and Disabilities (SEND) and School Exclusions.

1.0 Background

- 1.1 At the beginning of the Municipal year 2019/20, the Committee agreed to form a Task and Finish Group to look at SEND and School Exclusions.
- 1.2 The review encompassed the following activities:
- Scrutiny of information and data from Council Officers
 - Meeting with a representative from Trafford Parents Forum (TPF)
 - Meeting with the manager of Trafford SEND Information and Advice Support Services (SENDIASS)
 - Meeting with the Headteachers of Trafford High School and Egerton High School

A report was then published by the Task & Finish group.

2.0 Trafford Services' response to the Task & Finish Group's Review

Understanding the Context

- 2.1 Officers would like to thank the Councillors for their detailed report and for sharing their findings of discussions and meetings with a range of stakeholders. The report was an informative read and we remain committed to listening to these views and proactive in our endeavours to work in collaboration with children, young people, families and professionals to improve the available support and experience of our pupils.
- 2.2 Trafford Education Services pride themselves on the positive relationships they have with all of their schools and settings. Senior leaders from a range of providers are represented on a number of boards, as well the Strategic SEND Board, enabling us to gain a representative picture across the landscape of mainstream and special educational provision, particularly as different schools have very different areas of expertise and practice. In addition, Trafford's SENDIASS service (previously PPYPS) is represented on the Strategic SEND Board, as well as the Communication and Engagement Group. This provides an opportunity for regular performance reports to be shared and issues to be presented as they arise.
- 2.3 Officers are in agreement that there has been an increase in the number of young people with SEND being excluded from Trafford schools over the period of 2014-2019. However, it is pleasing to note that there has been a drop in the last reporting period of 2019/20 as reflected in the three year trend data presented below.

		EHCP PERM EX	EHCP FTE*	SEND PERM EX	SEND FTE*
2017-18	Trafford	0.15	15.27	0.50	8.95
	Nat.	0.11	15.95	0.33	15.10
2018-19	Trafford	0.34	17.35	0.53	8.48
	Nat.	0.16	16.09	0.32	16.81
2019-20	Trafford	0.25 ▼	16.16 ▼	0.14 ▼	4.84 ▼
	Nat.	0.10	11.34	0.21`	11.59

*FTE: Fixed term exclusions

Current data would suggest that through the period of 2020-21, there were a total of 23 permanent exclusions from Trafford schools. Of those, three were pupils with an EHC plan and seven pupils were at SEND support.

- 2.4 Officers also welcomed the support of members to acquire a new data system to enable ease of access to data and analysis. Current proposals would suggest that this system would be available to the service in July 2022.

3.0 Support Services and Families' Perspective

- 3.1 Officers would agree that significant improvements have been made in meeting the 20 week deadline to the submission of an EHC plan, although this is not as a result of any investment in a Vulnerable Students Unit. Despite the growth in requests for EHC Needs Assessments and EHC Plans, officers have worked relentlessly to ensure processes are in place to maintain effective timeliness through increasing the frequency of panels, ensuring robust preparation takes place outside of the meetings to assist with efficiencies and strengthening the membership of panels so that decision-making is robust.

Our last reported data shows an improvement from 15% to 81% completion rates within timescale.

- 3.2 Members concurred in the report that the school curriculum factors in levels of pupil engagement. When inspections take place in schools, Ofsted want to know the extent to which all pupils have access to the school's full curriculum and will make a judgement on the quality of education. This involves a scrutiny of the effectiveness of the following:

- That leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- That the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- That the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- That learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

The vast majority of Trafford secondary schools follow a 3 year KS3 and 2 year KS4 in order to keep the breadth of the curriculum in place for as long as possible to meet the curriculum requirements above, but also to give equity of opportunity to all pupils. This does mean that pupils make their option choices approximately half way through year 9 and continue to study subjects they know they will not be following at GCSE; this always presents a challenge to keep some pupils engaged towards the end of year. Smaller high schools find it more difficult to offer the same range of option subjects as larger schools and these impacts on the choices pupils have and in some cases leads to pupils moving schools. There are also schools that have specific option subjects not offered elsewhere in the authority as a legacy of historical specialist school status or a specific demographic make-up.

- 3.3 Officers would agree that Trafford has some highly effective SENCOs in our schools. Indeed, our most recent SEND Peer Challenge reported that, "SENCOs are well

regarded across all settings...and they felt valued and well supported.” The termly SENCO forum that is facilitated by the local authority is well attended and provides a mechanism for both professional development and information sharing to ensure that resources and good practice is disseminated across the borough.

3.4 It is disappointing that some families and children with SEN feel like they have not received support from their schools which has led to an exclusion being implemented, and officers agree that early intervention is critical in preventing situations escalating. Trafford Team Together, our innovative partnership working to change the way that Early Help is coordinated and supported, is designed to ensure that children are provided with the right help, at the right time, by the right professional and pilots for this work are underway in Partington and Stretford, with a view to a wider roll-out in the near future. Schools and families are welcoming the support that is being provided during these meetings and we are confident that this will have a positive impact on some of very vulnerable children and young people. SEND teams such as the SEN Advisory Service, Educational Psychology Service, Sensory Impairment Support team and Longford Park Outreach Service work with schools on a daily basis to support the inclusion of children and young people with SEND and offer support and challenge to schools struggling to meet need and so prevent many exclusions escalating.

3.5 Our SEND Ambitions Plan includes a priority to develop the quality and capacity of early years providers, schools and colleges to meet the needs of local families and their children with SEND. This includes:

- √ Establish a clear agreement about what mainstream inclusion across the system looks like
- √ Implement a clear offer of capacity-building support to ensure there is a consistency of practice and be responsive in finding out what professionals need
- √ Link inclusion support to whole-school improvement

A further priority is focusing on reducing the number of exclusions of pupils with SEND which aims to:

- √ Enable operational leads and practitioners across the Local Area to understand their role in delivering SEND reform and have the necessary knowledge and skills to do so
- √ Ensure that the SEND experience for all our children and young people is a continuum of support from Early Years through to Adult Services
- √ Understand the lived experience for young people who have been excluded to inform prevention and targeted intervention.
- √ Embed a cohesive Social Emotional and Mental Health offer to enable early identification of need and appropriate support and intervention

4.0 Feedback from the Front Line

4.1 It was helpful to hear the feedback from Trafford Alternative Education Provision (TAEP) and Egerton High School and officers would agree that early identification of SEN needs is critical to ensuring improved outcomes for all our children and young people. As TAEP has now relocated to a larger site, the provision has real potential to expand and enhance its provision. The number of pupils on site at both Trafford High and the Medical Education Service has increased, although the local authority is clear that exclusion is a last resort and officers work with headteachers to ensure where possible, it is avoided.

- 4.2 We are aware of a number of students who, when attending TAEP, go on to receive an EHC Plan and there is ongoing work to monitor and track this data.
- 4.3 The Trafford Inclusion Charter has now been rolled out to schools and presented to all Headteachers at their conferences. This Charter was developed in partnership with parents/carers, SENCOs and officers to share our ambition for inclusive practice throughout all our schools. Five key principles have been devised with a commitment statement, which we have asked all our schools to sign up to. These principles are as follows:
- ❖ Local schools and educational settings in Trafford are committed to meeting the needs of children and young people in their local community
 - ❖ Outcomes are child-centred, measurable and achievable
 - ❖ Communication is regular, clear and appropriate
 - ❖ We are all **Accountable** and responsible for supporting inclusion in Trafford
 - ❖ We are mindful of how we use **Language** to include, describe and involve all

The Peer Challenge referred to the Charter as a vehicle to look at cultural competence and outline the entitlement of children, young people and families.

Further information about the Charter is available in **Appendix 1**.

5.0 Recommendations

Officers have welcomed the findings and recommendations from the Task and Finish Group and would like to provide the following reassurances:

5.1 A) All Trafford SENCOs receive appropriate training to support them in their role in schools in enabling the early identification of children and young people with SEND through a number of ways.

Trafford LA has successfully delivered the National Award in SEN Coordination in partnership with Manchester Metropolitan University since its inception in 2010. All SENCOs have to be teachers and have to be suitably qualified. The regulations state that this means any SENCO who had not been in post for at least 12 months before September 2009 has to complete the Award within 3 years of taking the post. Training on statutory duties for schools and SENCOs is also covered as part of the National SENCO Award and SENCO Induction training in Trafford.

In addition, Trafford's Graduated Approach which includes an early years version, was co-produced with settings and is used well by SENCOs. It provides good practice for education providers working with children and young people with SEND and explains the support and provision the Local Authority (LA) expects to be available in mainstream settings without recourse to an Education, Health and Care Plan.

The recent peer challenge reflected on the comprehensive training offer to practitioners and partners from a range of partners including Occupational Therapists, Educational Psychologists and other professionals. The reports states, "All training is valued, and SENCOs have been able to contribute their expertise to this training."

Officers are committed to continue to deliver a programme of support to meet any emerging needs to ensure our children and young people receive the best possible support at the right time.

5.2 Promote the Trafford Inclusion Charter

All schools have been provided with the Inclusion Charter Pack with a view to signing up to show each school's commitment to the Charter. In this pack, each school will receive;

- The Trafford definition of Inclusion (*In Trafford we believe that our Inclusive ethos will promote equal opportunities for all children and young people, whatever their age, gender, sexuality, disability, ethnicity, attainment and background. We recognise that we need to be mindful of the provision made for each individual child and young person so that they are able to achieve their best outcomes*)
- The 5 principles of the Trafford Inclusion Charter
- A 'we will' so 'you can' set of statements
- A commitment agreement as part of the sign up process
- A set of resources and links to support ongoing reflective practice on how inclusion is developing in each setting

We look forward to linking with all of our schools going forward, to build on and share the wonderful inclusive practice we know there is across many of our Trafford schools. An article about the launch of the Charter featured in the LINK newsletter for parent/carers.

5.3 Procure a data system that allows systematic and periodic monitoring of all SEND students' experience of education in Trafford

Currently, there are a range of mechanisms to monitor the experience of young people with SEND, but principally through Liquid Logic. The Local Authority is responsible for the experience of those with an EHC plan for SEND but is obviously interested in the view of those at SEN support too. We gain pupil views when they are supported by our services such as Sensory Impairment Support Service and at points of involvement with the Education Psychology Service and the SEN Advisory Service. We will work with schools and parent groups as part of the Trafford Inclusion Charter work to review how schools and services monitor the experience of those at SEN support through questionnaires and reviews and assessment. Those with an EHCP have Annual Reviews and should receive a questionnaire at the end of the EHC needs assessment process.

In addition, our SEND Joint Strategic Needs Assessment provides an overview of a number of reported outcomes to support future strategic planning for SEND, including commissioning. We are delighted to report that a comprehensive SEND Dashboard is being developed in partnership with a range of officers which will be overseen by the Strategic SEND Board and will be used to analyse and monitor performance and outcomes.

Finally, the implementation of a new data system will bring together several management information systems, allowing us to cross reference exclusion reports with current SEN status and other relevant factors. This will have several benefits including enabling us to identify and evidence emerging trends at a much earlier point, and being far less labour intensive, making more officer time available to act upon any findings.

5.4 Consider increased funding for independent SENDIASS support and advisory services for parents and families

There is a draft proposal linked to a staffing restructure to allocate an additional £9k of council core budget to SENDIASS to support with capacity development within the service. This is in addition to recent changes which developed support capacity within the Family Information Service, permitting SENDIASS to delete their dedicated business support post and replace it with an additional Caseworker role to improve capacity.

5.5 Facilitate opportunities for Trafford schools to capitalise on the existing expertise of SEND professionals in Trafford by sharing good practice

Officers are committed to system-led improvement and already work with Bright Futures Teaching School Hub, Trafford Together School Alliance and Alliance for Learning, to ensure training and support is available, as well as linking with Inclusion officers. Trafford is keen to develop communities of good practice as well as look at opportunities for outreach support. Ambition 3 of our SEND Strategic Plan is focused on developing the quality and capacity of early years providers, schools and colleges to meet the needs of local families and their children with SEND. This includes strengthening inclusive practice across all provisions.

The Virtual Mental Wealth Hub (VMWH) was formed in the summer of 2020 to provide a 'one stop shop' for schools to source advice or support around mental health and reflects the collaboration from all services and agencies within Trafford. Since then, professionals from many agencies have collaborated to deliver training and support to schools which include Wellbeing for Education Return training, Mental Health Support Teams in schools and to form a School Mental Health Leads Network. Surveys and feedback from schools has informed the delivery of commissioned services including Kooth and Trafford Sunrise to children and parents/carers.

5.6 Encourage all schools to ensure that, except in the most extreme cases, any child at risk of permanent exclusions has had adequate and appropriate assessment, including an EHCP, prior to a "managed move" to a school with specialist provision and before a school makes a final decision to permanently exclude

All schools are encouraged through the Vulnerable Children's Service Handbook to bring any child at risk of Permanent Exclusion to the attention of the Local Authority. Upon being notified, appropriate assessment is advised and sometimes funding alongside an EHC needs assessment is provided to schools requiring additional resources. Schools use Step Out places at Longford Park School and Trafford Alternative Education Provision where the risk is high, and those provisions add to the assessment information. For a child or young person with an EHC plan, the Educational Psychologist should be involved alongside school, parent and others known to the child as part of an emergency annual review to check all assessment has been completed and appropriate provision can be sought in a timely manner.

Our message is always that exclusion should be a last resort when all other strategies have been exhausted. The Behaviour and Attendance officers have good relationships with schools and encourage headteachers and pastoral leads to contact them to discuss options before making any decision to permanently exclude a pupil. Permanent exclusions can be withdrawn by the headteacher before the disciplinary panel meets and this does happen after intervention in some cases.

5.7 Enable parents to report on the Council's website their concern about their child and get advice on what to do if there is not action from school

We are really privileged to work in partnership with Trafford SENDIASS who provide free, confidential, impartial advice and support to parent carers, children and young people aged 0 - 25 in relation to Special Educational Needs and Disability (SEND) who live in Trafford. The service manager of SENDIASS sits on the Strategic Board for SEND and provides a report which enables officers from across the partnership to be cited on not only the number of contacts made by parents and carers but the reasons for the calls. This is really helping all partners to be fully briefed on the concerns being raised and how we can work together to provide solutions.

The Trafford Communication and Engagement Group which has representation from Trafford Parent/Carer Forum and their members, is also committed to ensuring our Local Offer is helpful, accessible and engaging so that parents, carers and young people know what to do if they require advice and support.

5.8 Ensure all EHCPs are of good quality and legally compliant. This will involve ensuring assessments are also done in a timely manner and to a good standard. Quality should not be replaced by quantity.

Whilst we recognise that officers have worked hard to achieve improvements in timeliness, we would also agree with this recommendation and indeed, this was validated in our recent Peer Challenge. Ambition 2 of our Strategic Plan states our commitment to ensuring high quality statutory assessment process which meets timescales and ensures that children and young people with SEND, and their parents and carers, are considered at every stage of the process.

A Quality Assurance Framework is being established through the support of the Strategic Lead for Practice Improvement & Learning in Children's Services which is designed to ensure a robust standards framework is applied by all partners from across Education, Health and Social Care. A timetable of moderation and audits of plans will be devised which will be reported to each Strategic Board.

5.9 Continue the provision of the Step Out Program

The step-out programme was used to prevent permanent exclusion historically where there were empty places in the Pupil Referral Unit (PRU). We have rarely been below PAN in the secondary PRU for some years, so we established a "roll-on-roll-off" place available to each High School and 6 similar places were made available across primary schools (who had far fewer permanent exclusions) at Longford Park School. The programme ran for 2 years at a cost of £180,000 pa to the High Needs Block. However, there was insufficient evidence that they were being used effectively to prevent exclusion across the board. Whilst some secondary places went unused, there was competition for places in the primary PRU for children awaiting SEN assessment, rather than as a result of the risk of exclusion. Therefore, this is something we would need to consider in the future subject to demand and funding.

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TRAFFORD
COUNCIL



TRAFFORD **INCLUSION CHARTER**

Definition of Inclusion

Our definition of Inclusion is intentionally broad so that it reaches all children and young people in our schools.

In Trafford we believe that our Inclusive ethos will promote equal opportunities for all children and young people, whatever their age, gender, sexuality, disability, ethnicity, attainment and background. We recognise that we need to be mindful of the provision made for each individual child and young person so that they are able to achieve their best outcomes.

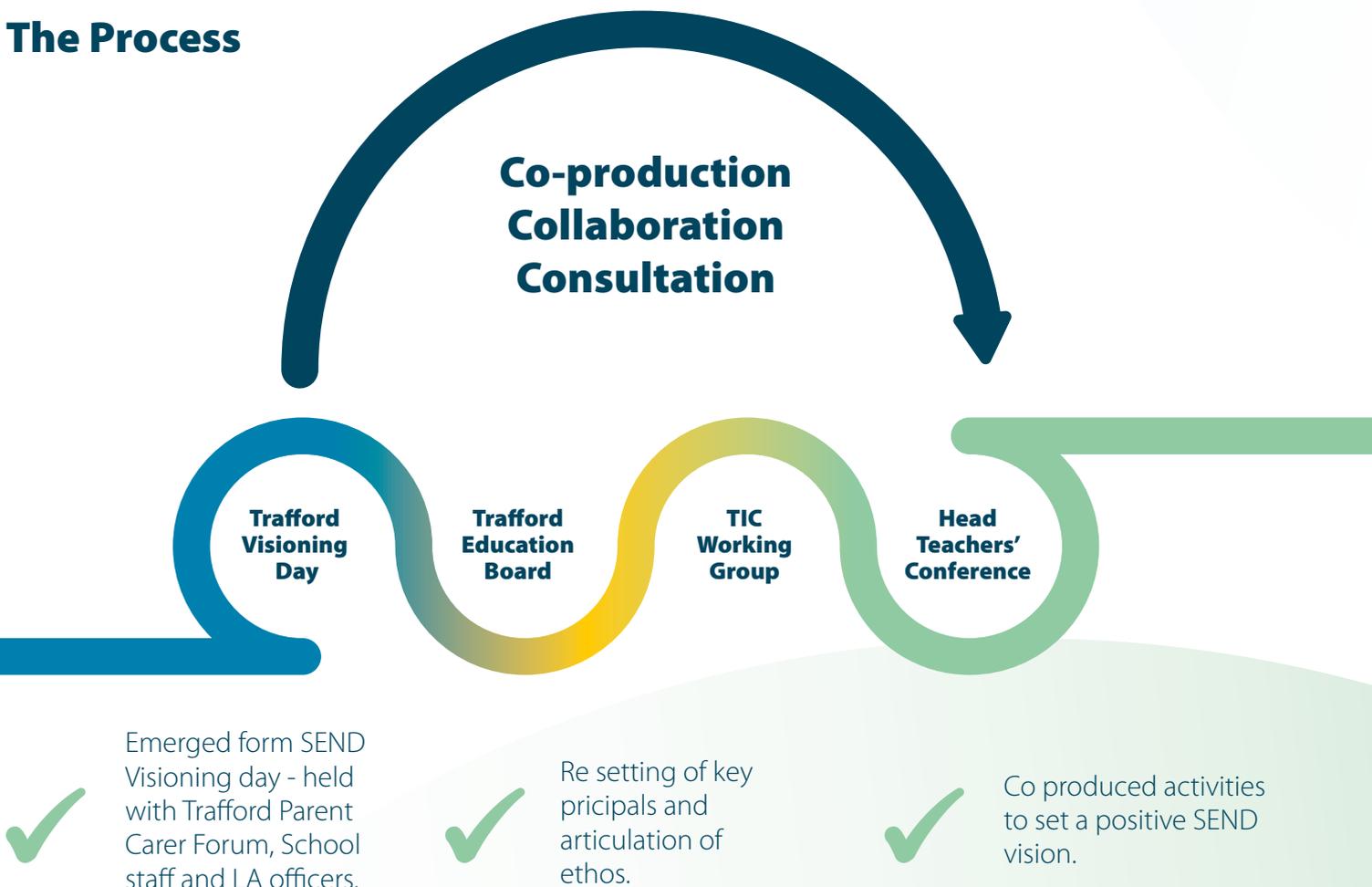
In this pack you will receive;

- The Trafford definition of inclusion
- The 5 principles of the Trafford Inclusion Charter
- A 'we will' so 'you can' set of statements
- A commitment agreement as part of the sign up process
- A set of resources and links to support ongoing reflective practice on how inclusion is developing in your setting

We are delighted to announce the launch of Trafford's Inclusion Charter for all schools and settings in the Local Authority.

We are also very proud of how this charter was developed. In September 2019 we held an Inclusion visioning event with parents, carers, head teachers, SENCOs and a wide range of Local Authority officers and we were able to share our ambitions for inclusive practice in Trafford. The five principles that make up the charter are drawn directly from the words that we used to describe how we would like inclusive practice to look in our schools and settings.

The Process



Trafford Inclusion Charter

5 Principles

Our five Trafford Inclusion Charter principles were developed from the conversations started at the visioning day and continued with parents and professions during a series of developmental meetings.

They are

Local schools and educational settings in Trafford are committed to meeting the needs of children and young people in their local community.

Outcomes - are child centred, measurable and achievable.

Communication is regular, clear and appropriate.

We are all **A**ccountable and responsible for supporting inclusion in Trafford.

We are mindful of how we use **L**anguage to include, describe and involve all.

We Will... So You...

Local Provision

We Will Ensure

Access for all to a full, broad, balanced and appropriate curriculum.

We will work with you to ensure that provision can be flexible to meet individual need through consultation and collaboration with you.

So You

Are fully engaged in all meaningful and purposeful experiences as a valued member of our learning communities.

Outcomes

We Will

Work with you to identify your strengths and agree with you what you want to change.

So You Are

Confident that the outcomes and provision agreed are focused on what you want to achieve.

Comms

We will ensure our communications are

- Two Way
- Regular
- Honest
- Consistent
- Timely

So You

Know that your views are valued and central to decisions that are made with you.

Accountable Language

We Will Ensure that in our work

We are fair, accountable and responsible.

We will look to how we can add value and work in a solution focused and courageous manner.

So You Feel

- Safe
- Protected
- Treated Fairly
- Respected
- Supported & Considered

We Will

Ensure that the language we use to communicate with you is clear, simple and accessible

So You Can

Feel empowered and included when we have discussions with you, about how best to support you.

Commitment statement

By signing up to Trafford's Inclusion Charter we are committed to delivering on the 5 key principles in our work.

We understand that to develop our inclusive practice it is essential to evaluate and reflect on how we work in schools.

As part of our commitment to the Charter we will ensure that this reflection and evaluation is carried out on an annual basis by relevant staff in school. Our school will be outward facing; working in partnership with members of our wider school community and collaborating with other schools in a school-school support system with guidance and support from Local Authority colleagues.

Recommended Evaluation Resources

As inclusion is a dynamic process not a fixed state schools will be developing, sharing and evaluating their good practice Inclusion is wider than SEND as demonstrated by our definition of Inclusion. The resources below are focussed mainly on SEND but this recommended list will be reviewed and added to for different areas of inclusive practice.

Whole School SEND (WSS) is a consortium of SEND focussed organisations including NASEN and Contact (a Family), schools. Since the last SEND reforms DfE funding has enabled the production of a range of free SEND review guides.

The suite of SEND review guides includes:

• SEND Review Guide • Effective SENCo Deployment Guide • Demonstrating Inclusion Tool • Preparing for Adulthood from the Earliest Years Review Guide • SEND Reflection Framework • Teaching Assistant Deployment Review Guide • MAT SEND Review Guide • Early Years SEND Review Guide • SEND Governance Review Guide

In this first year of the TIC we are promoting the core SEND Review document -shared at the SENCO Forum

The intention is for SEND reviews to act as a catalyst for driving change and improving provision, so it is common for reviews to lead to an action plan.

The DfE has funded a contract to support school workforce development leading to free online training as a SEND Reviewer with REAL training-see SEND Gateway. The LA can pair up your school with a partner school to trial a review as part of this training. Full reviews from an experienced reviewer can be commissioned through the TTSA CPD booklet.

The Demonstrating Inclusion Tool is for leadership teams to use and is also based on SEND

<https://www.sendgateway.org.uk/resources/demonstrating-inclusion-tool>

Schools may want to consider looking at as aspect of inclusive practice as a line of enquiry through the School's Partnership Programme (SPP).

Other useful resources

Trafford Dyslexia Quality Mark-Contact Julia.Brown@trafford.gov.uk

Equality Duty Guidance for Schools in England (equalityhumanrights.com)

reasonable_adjustments_for_disabled_pupils_1.pdf (equalityhumanrights.com)

The Rights Respecting Schools Award | UNICEF UK (There is a cost to this Award)



TRAFFORD INCLUSION CHARTER



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