

SEPTEMBER 2022

# DEVELOPING LOCAL PROVISION

NEWSLETTER



## WHAT IS DLP?

Developing Local Provision (DLP) is a two-year project which aims to develop and improve provision, progress and outcomes for children and young people with additional needs or Special Educational Needs and Disabilities (SEND) in mainstream schools across Birmingham.

Additional funding has enabled headteachers to work together in partnerships to identify their SEND priorities and the support they need to improve performance and to monitor the impact of their work on the outcomes for children and young people with SEND. The ultimate aim of the project is to develop and improve provision and performance of children and young people in all schools.

The DLP is a project that aligns well with the recommendations of the Government's Green Paper on SEND (March 2022) and the proposals of the DfE (Department for Education) (February 2021) which focus on groups of schools working together to develop SEND provision and improve outcomes.

## WHAT IS HAPPENING IN BIRMINGHAM?

The DLP has been running for over a year in Birmingham and the projects already in place are increasingly showing a positive impact on the progress and outcomes for children and young people.



## WHAT IS HAPPENING IN BIRMINGHAM?



- The school projects across the city are varied, and innovative and focussed on their locality's identified needs (see table below).
- Many partnerships have created their own DLP newsletters and websites. From October 2022 the detail of the projects will be available on an interactive map on the SEND Local Offer Website.
- Schools are working on a wide range of new approaches; some groups have created new resources, and some share their expertise across their partnership, working with groups of pupils from different schools with similar needs.
- Many secondary schools have focused on literacy issues, where pupils are being supported through targeted and structured interventions. Many of these projects are demonstrating that children and young people are swiftly improving progress and attainment in key areas of weakness.
- All projects are working with SEND specialists and services in Birmingham to provide training to upskill their staff as well as purchasing additional services and SEND programmes.
- For example, speech and language therapists support groups of children, train staff in speech therapy, and supply speech and language programmes across the partnership of schools.

The following tables show the broad areas of SEND that **Primary** localities are focussing on along the following themes:

	Sp,L & C+	SEMH++	Autism	ADHD	Family Support	Consortia Specialist Worker	External Specialist Worker *	Behaviour Support	Early Years	Sharing expertise, CPD and resources
Sparklers (C)										
Cole Heath A/B (C)										
Erdington (N)										
Perry Barr (N)										
Sutton Coldfield (N)										
Aston Nechells (NW)										
Handsworth (NW)										
Ladywood & Soho (NW)										
Eastwards (E)										
FAYS (E)										
Saltley Plus (E)										
Hall Green (S)										
Kings Norton (S)										
Northfield (SE)										
Quinbourne (SE)										
Senneley's Park										

- *+Speech, Language and Communication*
- *++ Social Emotional Mental Health*
- *Consortia specialist worker is employed from within the existing Consortia*
- *External Specialist Worker is an externally appointed post*

# WHAT IS HAPPENING IN BIRMINGHAM?



Secondary Networks. All areas have more than one identified priority based upon their data and locality DLP SEND audits.

	Literacy	SEMH	Autism	ADHD	Family	Network Specialist Worker	External Specialist Partners	Specialist Curriculum Hubs	Transition
South West									
South									
East	*								
Central									
North - Sutton Coldfield									
North									
North West									

\*Specifically a Speech and Language Project

## Primary School outcomes



- 29% increase in SEND pupils achieving the expected standard - Year 1 Phonics screening
- 12% increase in SEND pupils on track to reach a 'Good Level of Development (GLD)\*'
- 16.5% increase in SEND pupils reaching early learning goals in Communication and Language
- 18.6% increase in SEND pupils reaching early learning goals in Reading

\*An assessment made for each Early Years Foundation Stage child at the end of the Reception year. It is a measure of attainment, not progress. Achieving a good level of development will help a child to make a good start in Year 1.



- 14% improvement in social thinking and problem solving (57% - 71%)
- 1 Year 8 month increase in reading age and comprehension age (Accelerated Reader)
- 37% increase in receptive and expressive language scores (16-53%)
- 0.9 grade increase in parental satisfaction for SEND provision

## Developing Local Provision for POST 16 Year Olds

- A post 16 DLP Project involving Aston University, schools and colleges has focussed on improving provision for children after Year 11. The offer for young people with SEND has been innovative in its work.
- As part of the project a Birmingham Directory of Good Post 16 Practice has been produced and a Post 16 SEND quality mark initiative developed. These will enable young people and families to identify the provision that best meets their needs.



- Only 1.12% of young people with SEND in Year 11 are without employment, education or apprenticeships (sustained destinations) from September (reduced from 6.0%)
- Only 1.69% of young people with SEND in Years 12 & 13 are NEET (not in education, employment or training). NOT Known young people with SEND in years 12 & 13 is 1.68% (reduced from 7.40%).)



## Developing Local Provision in Early Years

This project replicates that of schools, with Early Years providers working together in their districts to improve the outcomes for early years children with needs.

Amongst a range of different initiatives and training, the early years providers have identified the need for “inclusion partnership hubs” to enable more efficient and effective sharing of information and good practice.

This ensures that there is more expertise and training for all staff in each district so that the number of children in the EY who will have access to a practitioner with a **level 3 SENCO award** will increase across the city.

'Stay and play groups' where parents and children socialise and share ideas whilst children experience play and experience learning opportunities with peers of similar ages have been introduced and already received some very positive feedback.



From October you will be able to find out more about what is going on near you to you on the SEND Local Offer website.



## Developing Local Provision in Early Years

### STAY AND PLAY GROUPS

Stay and play groups is one initiative which has already received some very positive feedback. Parents can socialise and share ideas whilst their children experience play and learning opportunities with others of similar ages.

*'This has been an amazing opportunity for my son to socialise with other children, do other activities and be in a nursery setting. The staff were very helpful and welcoming, and I will highly recommend this group to other parents.'*

*'We had no access for our daughter to meet other children. We're also getting support to get access to other places we didn't know existed. We're getting lots of information we otherwise would not have.'*



*'I was observing the group of children enjoying the singing activity, which included children with a range of strengths and challenges. It was a really lovely demonstration of inclusivity. I thought it was so great to see children, at an early age, exposed to the idea of difference and how other children might be different from them, but they can all be together in one place and joining in and sharing an activity - and having fun!' - a community speech and language therapist*

Find out more here about DLP — Birmingham Early Years Networks



## Other DLP Projects

### The DLP 'Fair Access' project

- The Fair Access project is designed to help schools understand the the requirement for them to take a child who is currently out of school. Historically, in Birmingham, the process has been difficult for parents, pupils, and schools to navigate and as a result, some children have been out of school for many months.
- School based DLP project managers have helped to resolve 'fair access' issues, liaising with the City Council and the child's previous school to help to get children back into school.
- They have also worked with groups of head teachers to facilitate "managed moves" and to find places for children with challenging behaviour. Schools have said that the project has helped them understand the process and see that children are allocated a school place fairly. Parents have also reacted very positively.

'This project needs to continue it has made such a difference to a very vulnerable child and the care and level of support was excellent!'

'This team helps children get school places much quicker than we can in family support as they have more specialist knowledge.'



### Project Results

- 17.9 ➡ 9.4 = the average number of days between Fair Access referral and placement
- 37.8 ➡ 12.45 = the average number of days between placement and starting the school place
- 10 ➡ 0 = the number of challenging cases waiting for more than half a term to be successfully place



## Special School Outreach Service

The DLP has also funded the Special Schools Outreach Service which enables schools to 'buy in' specialist SEND support from other schools. It can be accessed by all schools through a jointly managed referral system run by the special schools and the Local Authority.

Due to Covid, the roll out of this project has been delayed but it will be operating fully from September 2022. In the very small initial pilot project, feedback from schools was that this support was highly valuable and it made a significant positive impact on the provision for those children and young people in the mainstream schools.

*'This needs to be the normal mode of working. The link between mainstream and special schools is vital It has greatly improved the provision we provide and the confidence of staff.'*

*'X was fantastic. Seeing her work in our setting, with our children modelling how she would lead a session/activity. Our staff now use her model as the template of the provision provided.'*

*'The outreach programme is the most effective outside agency provision we have had in our management of G's Autism; over the 3 years he has been at Chilcote.'*

*'Relevant appropriate and 'doable' advice. Her modelling of how to work with G with the staff is excellent and ALL staff look forward to her visits knowing that even if it's just one more new thing we can have a go and see if it helps A.'*





## IMPROVING PROGRESS AND OUTCOMES

Alongside the DLP, a new initiative across Birmingham is being implemented to improve the progress of children with additional needs.

'Improving Progress and Outcomes' will provide all schools (special and mainstream) with data that looks at the progress of children and young people accessing SEND Support and those with Education Health and Care Plans (EHCPs).

This data shows performance

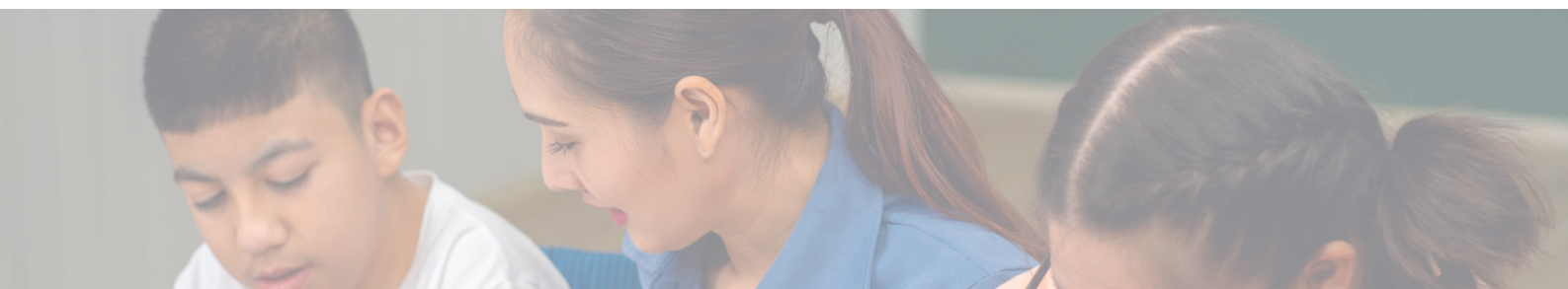
- in their schools
- compared with other schools in their locality
- and across Birmingham

This will enable schools to work together to:

- share what works
- support each other with expertise and resources
- identify gaps they may find in their provision or in the performance of their pupils



Already a third of all Birmingham Special Schools have returned their progress data committing to this development which is a very positive response and a step forward for monitoring and improving the performance of children and young people with additional needs.





## WHAT HEADTEACHERS ARE SAYING

It is important to share the scale and scope of change that the DLP has enabled.

*'Significant change in working culture in the city'*

*'Collaboration and breaking down barriers between schools (its about our children - city wide)'*

*'Empowering schools to get the system change is key'*

*'Positive conversations regarding SEND with Heads leading conversations'*

*'Developing leadership outside of own school. Observed and learnt from other leaders'*

*'We now have evidence of what works/doesn't work'*

From October you will be able to find out more about what is going on near to you on the SEND Local Offer website.