

SENCO Briefing

Autumn 2025

Agenda

- Revised OAG - Exploring implementation in practice and sharing what's working well
- Supporting the graduated approach and response for SEMH

OAG Story So Far - Timeline & Updates



MARCH 2023

The story starts here, with focus groups working on the pulling together the first draft of Birmingham's Ordinarily Available Guidance (OAG) with schools and settings



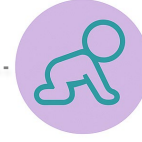
SEPTEMBER 2023

The first co-produced draft of the school-age guidance shared. Co-Design and Co-Delivery activities ensured that local area partners were involved in shaping the OAG from its inception.



JANUARY 2024

The School-Age Action Research Project began – a collaboration with 20 Birmingham schools and SEND teams to test and refine the co-produced OAG through implementation.



SEPTEMBER 2024

Development of the Early Years OAG began, with partners from the Early Years Sector and the Council for Disabled Children working together to craft guidance specific and relevant for children from birth to five.



DECEMBER 2024

Evaluation of the School-Age Action Research Project showed increased leadership, greater staff awareness & confidence using the OAG, stronger parent collaboration, and clear priorities that are used to refine future guidance and training.



MAY 2025

Review of the Section 1 Principles began, to ensure they clearly describe inclusive practice and reflect what is ordinarily available in Birmingham settings.

Stories of Implementation from Action Research published.



JUNE 2025

A draft version of the Early Years OAG shared on the Local Offer website.

Work to develop the Post-16 OAG begins.

A Parent Carer Reference Group (PRG) established, co-producing parent carer guides that explain expectations in the OAG.



JULY 2025

The Early Years Action Research Project is launched.

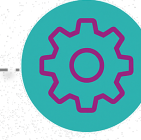
The PRG co-design principles for 10 Parent Carer Guides agreed.



AUGUST 2025

A Local Offer sitemap for the Online OAG is developed.

The draft Post-16 OAG is shared.



SEPTEMBER 2025

Early Years Action Research continues across 12 settings, testing the EY OAG through implementation.

Post-16 Action Research scoping begins.

Schools, SEND teams, and local area partners review Section 1 Principles collaboratively.



OCTOBER 2025

10 Parent Carer Guides drafted, ready for testing and feedback.

Section 2 reviewed to ensure strategies reflect ordinarily available provision and practice in Birmingham schools.

64

Individual Action Research Projects

have been carried out as part of the development of the OAG

Transition

With 10 settings including secondary school, primary, Maintained nursery, PVI, child minder and Early Years DLP

Post -16

Developed with Post-16 settings - schools and colleges in and out of Birmingham, SEND Advisory, EPS, SALT, BVS, SENAR

Early Years

With 12 Early Years Settings - 4 Childminders, 3 PVI's, 3 Nursery Schools and 2 EY settings in Primary Schools

OAG SCHOOL-AGE ACTION RESEARCH PROJECT

16 schools took part in the project

Representing local SEND
consortia spread across the city



Project Timeline

Launch: Jan '24 - Online launch with SENCOs

Planning: Feb-Mar '24 - Project plans agreed

Implementation: Mar-Oct '24 - supported by SEND
Advisory & EP Services

Post-Measures: Dec '24 - Collecting evidence

Stories & Evaluation: Jan-Mar '25 - Celebrating
successes and achievements

Report: June '25 - Impact Report Published

What was the project?

A Birmingham-wide initiative testing the Ordinarily Available Guidance (OAG) through action research in mainstream schools. Each school led its own implementation project, exploring how the OAG could strengthen inclusive practice and SEND provision.

Actions that schools took

- **Used OAG Section 1 (Principles) to review inclusive culture and leadership**
- **Used OAG Section 2 (Strategies) to enhance classroom provision for autism and cognition & learning needs**
- **Embedded the OAG into SEN Action Plans and School Improvement Plans**
- **Created staff training sessions and OAG resource hubs**
- **Strengthened parent engagement through workshops, SEND clinics, and person-centred reviews**
- **Shared learning across MATs and Consortia**

Impact

100% of schools reported stronger communication and collaboration between SENCOs, teachers and leaders.

**Increased SLT
and teacher
awareness of
the OAG and
how it
supports the
Graduated
Approach**

**Improved
teacher
confidence
in meeting
needs—
especially
in cognition
& learning**

**Parents more aware
of their school's
SEND offer**

**Schools began
using OAG as a
reference tool for
classroom practice**

**"The OAG gave us a
shared language for
inclusion."**

**"Staff confidence has
grown – they know
what 'ordinarily
available' means."**

Positive impact on:



Staff confidence



Pupil inclusion



**Leadership
engagement**

Next Steps

- Revise OAG Sections 1 & 2 with school's examples
- Develop Early Years and Post-16 versions
- Create interactive online OAG with videos and printable resources
- Produce parent-friendly guides
- Embed OAG into Learning & Development framework citywide

7
Schools
took part
in the
project

81
Parents
took
part

Schools Across the City:

- 1 North
- 2 South
- 1 East
- 1 North West
- 2 South West

4 Primary
2 Secondary
1 All-Through



Project Timeline

Co-produced Project Planning with BPCF, Schools & Families	Summer 2024
Baseline Sessions with Parent Carers in Schools	Autumn 2024
Co-Produced Action Planning	Autumn 2024
Implementation and Co-Evaluation with Parents	Autumn 24–Spring 25
Evaluative Sessions with Parent Carers	Spring 2025

support is readily available in school for their child?

Are parent carers confident that the support available will their child's needs?



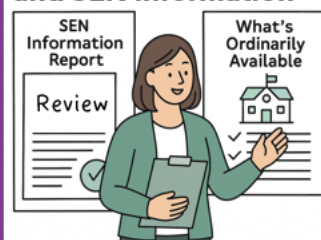
What was the project?

A city-wide action research project, co-delivered with schools, their parent carers and the Birmingham Parent Carer Forum (BPCF). The project focused on understanding how we can help parent carers to feel confident in the ordinarily available provision offered within mainstream schools in Birmingham.

Actions that schools took

Based on what parent carers told us, and in partnership with parent carers, schools carried out these actions and activities:

Involving parents in updating and reviewing the website and SEN information



Regular newsletters and bulletins for SEND



Involving parents in reviewing policies so that they are more inclusive



Regular drop-ins with SENCOs or senior leaders



Involving parents in writing and updating their child's one-page profile



PARENT CARER CHAMPION

Developing a Parent Carer Champion role

Translation of key information into home languages



Workshops and Q&A sessions about ordinarily available provision



94% of parents said the process made a difference on their child's SEND journey.

100% of schools reported improved communication & stronger relationships



IMPROVED UNDERSTANDING & CONFIDENCE

Impact: What parents said...

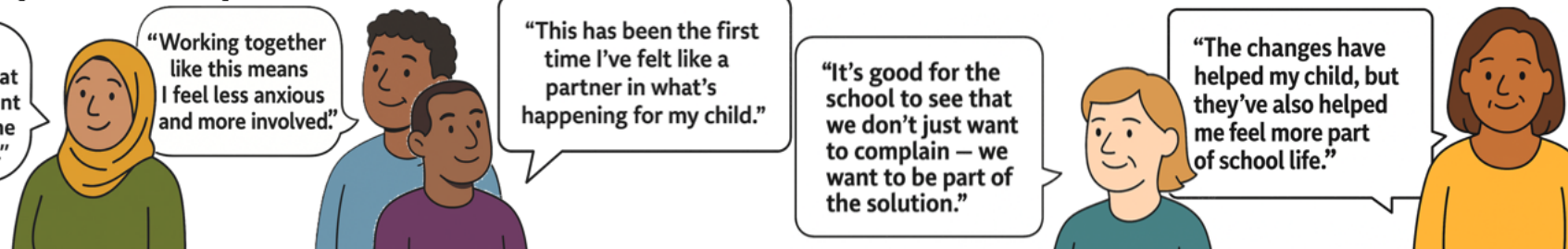
"It's the first time I've properly understood what support my child is meant to have – this helped me ask the right questions."

"Working together like this means I feel less anxious and more involved."

"This has been the first time I've felt like a partner in what's happening for my child."

"It's good for the school to see that we don't just want to complain – we want to be part of the solution."

"The changes have helped my child, but they've also helped me feel more part of school life."



OAG coming soon!

Interactive and Online:

- All age
- Resources with links, downloadable PDF/Word
- Video clips of Birmingham evidence-informed good practice

Parent-Friendly OAG:

- Easily accessible parent-friendly versions of Section 2 strategies and resources, including video clips and links to resources
- Parent Champions Role to share learning, act as peer connectors, and strengthen school-family partnerships.

Learning & Development:

- Strategic Support - ongoing access to training, webinars via local Offer
- Whole school implementation pilots
- Further Stories of Implementation
- Links with Initial Teacher Training

School-Age OAG Review

The ask

Focused on reviewing:



Content



Layout



Language



Asking if anything was missing, unclear and what would make it better?

Who has been involved?



How have we involved partners?

Through **11 collaborative workshops** with **SENcos** and **SEND Advisory Teams**, the Section 1 Principles have been refined to capture what inclusive, high-quality practice looks like in Birmingham schools.

The Parent Reference Group (PRG) have been co-designing '**Guides**' to explain the Principles of Inclusive Education

On 14th October, **local area partners** came together at Hollyfields Sports Centre for a **workshop to review all sections of the OAG** – the Introduction, Section 1: Principles, and Section 2: Areas of Need.

Hollyfields Review Event – How it went...



72 partners met at Hollyfields to review the School-Age OAG.



90% found the day useful; 80% left feeling confident explaining the OAG; two thirds feel ready to support implementation.



10 Parent carers co-produced 9 new 'Guides' explaining what families can expect and how they can be involved.

"As a parent, I found it really fulfilling working towards something that will eventually help all SEND children, not just mine. . . all children learn differently, whether they're neurodivergent or neurotypical, so there can't be one teaching approach that fits all."

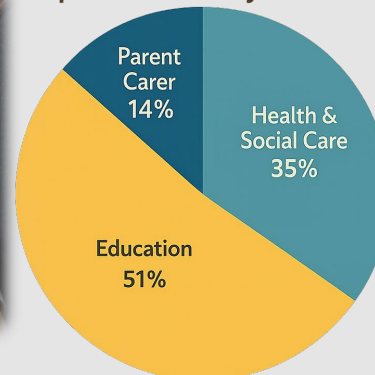


"I've gained confidence in Birmingham City Council's system for working together with not just SEN children but with schools to make overall inclusion better."

"Excellent to meet so many people from different backgrounds, experience and settings. I gained real insight into the OAG and what it looks like from the viewpoint of different professionals."

"Really inspiring to engage with like-minded people to help shape the future of SEND provision."

Representation by sector



OAG Section 1 - Expectations for All Settings

- Principles of Inclusive Education - 10 Principles
- For school Leaders

Quality First Teaching	Graduated Approach
Co-produced and family-centered	Leadership & Management
Enabling learning Environment	Transition across life-course
Staff training	Coordinated partnership working
Equality and Diversity	Additional Needs

Section 1 Principles of Inclusive Education - Story so far

Group / Partner	Principle(s) Reviewed / Contributed to	When
Parent Carers Including Birmingham PCF and OAG Parent Reference Group (PRG)	Co-Produced and Family-Centred (Working Together with Families)	Spring 2025
Transition Action Research Project Working Group	Supporting Transition Across the Life Course and Co-ordinated Partnership Working	Spring 2025
SENCo Consortia Leads (Citywide)	Graduated Approach	September 2025
SENCo Consortia – FAYS Consortia & LLSS LT	Additional Needs	September 2025
SENCo Consortia – Perry Barr	Leadership and Management: Creating an Inclusive Culture and Co-ordinated Partnership Working	October 2025
Language, Learning & Strategic Support Team (LL&SS)	High-Quality Teaching and Learning and Graduated Approach	October 2025
Communication and Autism Team (CAT)	Creating an Enabling Learning Environment	October 2025
Sensory and Physical Support Team (SPST)	Equality and Diversity	October 2025
SENCo Consortia – Handsworth	Creating an Enabling Learning Environment Co-produced and family-centered	October 2025
SENCo Consortia – Erdington	General feedback - Section 1 Principles and Implementation of Section 2	October 2025
SENCo Consortia – Kings Norton	Co-produced and family-centered; Co-ordinated partnership working; Graduated Approach; High-Quality Teaching and Learning	October 2025
SENCo Consortia – Saltley	Staff Training; Graduated Approach; Transition; High Quality Teaching & Learning	November 2025
SEND Teams and Services (Collective Input)	Cross-cutting across all principles	Ongoing

Co-Produced and Family-Centred

Inclusive schools recognise that children, young people and their families are experts in their own lives. This principle is about creating a whole-school culture where co-production is part of everyday practice, across the graduated approach, and not just something that happens during formal meetings. Schools that embed this principle listen actively, value lived experience, and work in partnership with families and children & young people to support and develop provision. This principle applies to how schools work together with parent carers and families, and also how they listen to and act on the views of children and young people.

Expectations:

- Build respectful, trusting relationships with families and children based on empathy, partnership and shared goals
- Ensure communication is clear, responsive, inclusive and accessible to all.
- Make co-production a visible and embedded part of everyday school practice.
- Enable every child and young person to share their views and shape their support.
- Support families and children to understand the SEND system and access services and entitlements.
- Review and strengthen partnerships with families and children through ongoing feedback and action.

Strategies & Resources:

[Children and Young People's Views Guidance](#) - Guidance on gathering and using pupil views.

[Capturing the Views of Children and Young People](#) and [Strategic Approaches](#) - A pupil views toolkit with person-centred tools, reflective questions.

[Person-Centred Thinking Tools](#) - Simple tools (e.g. One-Page Profiles, What's Working/Not Working) to help pupils share what matters to them.

[Parental Partnership Guide](#) - Practical guide on how schools and parent carers can work together as equal partners.

[Person-Centred Review Facilitator Training](#) - Free training for school staff to lead reviews centred on the child or young person.

[Be Empowered Workshops](#) - Free workshops, led by parent carers, to help families understand SEND processes, know their rights, and work in partnership.

[Working Together to Improve Engagement and Participation](#) - Co-produced guidance outlining what good engagement looks like.

[SEND Co-production Framework & Charter](#), [Award Scheme](#), and [Co-Production Training](#) - Principles for co-production, with training and an Award Scheme.

[Birmingham Parent Carer Forum](#) and school-based parent forums - City-wide and school-based forums that strengthen communication and co-production.

[Family Hubs & community networks](#) - Local spaces offering support, advice, and activities for families.

[Birmingham SEND & Inclusion Strategies](#) - City-wide strategies setting the vision for SEND & inclusion.

Section One Principles – Reviewing the Titles

Original Section One Title	Suggested Section One Title Revision/s
Quality First Teaching	- High-Quality Teaching & Learning - High-Quality Adaptive Teaching & Learning
Co-produced and family-centered	Working Together with Children and Families
Enabling learning Environment	- Enabling Environment <i>[not just about learning; regulation]</i> - Creating Enabling Environments <i>[making reasonable adjustments]</i>
Staff training	- Ongoing Professional Learning & Development - Learning & Development - Learning & Development for Staff - Continuous Professional Learning & Development (CPD)
Graduated Approach	
Leadership & Management: Creating an Inclusive Culture	- School Leadership - Leading Inclusion in Schools
Transition across Life-course	Transition
Co-ordinated partnership working	- Local Area Partnership Working - Everyone Working Together - Agencies Working Together - The Team Around the Child & Family
Additional Needs	
Equality and Diversity	Equity and Diversity



OAG Section Two

Section Two: Support for the four broad areas of need

- Communication & Interaction,
- Cognition & Learning,
- Social, Emotional and Mental Health difficulties,
- Sensory and/or physical needs

Assessment of the Level of Need	Planning
Resources and Advice	
Identified Barrier and/or need	Provision and/or strategies:

Resources and Advice

- Mainstream School Core Universal and Targeted Offer check [PSS – Access to Education \(birmingham.gov.uk\)](https://www.birmingham.gov.uk/pss-access-to-education)
- SENDCo should seek advice from professionals available such as the settings Link Speech and Language Therapist (Link SALT) and PSS teacher as part of the Balanced System Approach.
- Birmingham Toolkits – Speaking and Listening – Teaching and Learning Ideas – Universal and Targeted intervention sections [PSS – Access to Education \(birmingham.gov.uk\)](https://www.birmingham.gov.uk/pss-access-to-education)
- Communication Friendly Schools – speak to Link therapist and PSS for further information.
- The Communication Trust ‘What Works for pupils with SLCN’ database [What Works database \(speechandlanguage.org.uk\)](https://www.speechandlanguage.org.uk/what-works-database)

General Resources and information

- [Speech and Language UK: Changing young lives](https://www.speechandlanguage.org.uk/changing-young-lives)
- Widgit Symbols (Communicate in Print) [About Symbols | Widgit](https://www.widgit.com/about-symbols)
- Makaton [Home \(makaton.org\)](https://www.makaton.org)
- Blacksheep Press <https://www.blacksheeppress.co.uk>
- Elklan [Training for Practitioners | Elklan Training Ltd](https://www.elklan.co.uk/training-for-practitioners)
- Training from PSS [PSS – Access to Education \(birmingham.gov.uk\)](https://www.birmingham.gov.uk/pss-access-to-education)
- Colourful Sematic [What is Colourful Semantics? - Answered - Twinkl](https://www.twinkl.com/what-is-colourful-semantic)

Screening and Interventions

- Wellcomm WellComm GL Assessment ([gl-assessment.co.uk](https://www.gl-assessment.co.uk))
- Speech Link [Speech and Language Link - support for SLCN](https://www.speechandlanguage.org.uk/support-for-slc)
- NELI [Home | Nuffield Early Language Intervention \(NELI\) \(teachneli.org\)](https://www.teachneli.org/home)
- Early TalkBoost [Early Talk Boost \(speechandlanguage.org.uk\)](https://www.speechandlanguage.org.uk/early-talk-boost)
- TalkBoost [Talk Boost speech and language interventions](https://www.speechandlanguage.org.uk/talk-boost)
- Talk for Work [Talk for Work \(speechandlanguage.org.uk\)](https://www.speechandlanguage.org.uk/talk-for-work)
- Thinking and Talking [Thinking Talking Spoken language and communication skills](https://www.speechandlanguage.org.uk/thinking-talking)
- Word Aware
- Language for Thinking
- Language for Behaviour and Emotions.

Identified Barrier and/or need	Provision and/or strategies:
Expressive Language: difficulty in making their ideas and needs known and understood. Presenting behaviours may include difficulty speaking in age-appropriate sentences and in recounting events. Talking may not be fluent and there may be heavy reliance on simple phrases with everyday vocabulary.	• Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses. • Give the children and young people plenty of opportunities to practice talking in the classroom e.g. group work, think pair share, talking with teacher or TA. • Give young people extra time to think and formulate their responses to any questions asked. It helps to use the '10 second rule' where an adult counts silently to 10 after asking a question. If at the end of this time the young person does not respond, try once more using the same words and then following this if the child is still struggling, rephrase in simpler language. • Model the correct language back to the student when mistakes e.g. pupil: 'they is going football Saturday', adult: 'oh they are going to football on Saturday'. • Give students frames for talking and writing tasks to help them to structure and sequence their responses. • These can include narrative frames that can help map out stories or sequencing charts including key words like 'first...next'. • Provide sentence starters. • Use a range of ways of recording so that learning is not limited by the pupil's ability to write full sentences. • Also see Birmingham Toolkits – Teaching and Learning Ideas – Universal and Targeted Suggestions - Thread 2 – Grammar and Sentence Building, Thread 4 – Verbal Story Telling and Narrative and Thread 5 – Vocabulary

CONTEXTUAL FACTORS



What is being implemented

Consider whether the approach is:

- evidence-informed
- right for the setting
- feasible to implement



Systems and structures

Develop an infrastructure that supports implementation e.g. time, roles, logistics



People who enable change

Ensure people are in place across the school who can support, lead and positively influence implementation

PROCESS

BEHAVIOURS



Engage

Engage people so they can shape what happens, whilst also providing overall direction



Unite

Unite around what is being implemented, how it will be implemented and why it matters



Reflect

Reflect, monitor and adapt to improve implementation

Sustain

Explore

Deliver

Prepare

Adopt the Behaviours that Drive Effective Implementation

Engage, Unite, Reflect

Implementation is fundamentally a **collaborative and social process** driven by how people **think, behave, and interact**....

1

Adopt the behaviours
that drive effective
implementation

BE BOLD BE BIRMINGHAM



Adopt the Behaviours that Drive Effective Implementation

Engage, Unite, Reflect

Three cross-cutting **behaviours** get to the heart of what drives effective implementation.



ENGAGE

Engage people so they have the potential to influence change

Engage people in collaborative processes

Engage people through clear communication and active guidance



UNITE

Unite views and values

Unite knowledge and understanding

Unite skills and techniques

Unite implementation processes



REFLECT

Reflect on pupil needs and current practices

Reflect on fit and feasibility

Reflect on implementation progress

Reflect on implementation barriers and enablers

Section 2 Implementation Activity

In your breakout rooms, explore the actions you took to engage and unite staff to implement section 2 of the OAG:

1 What have you already tried?

- What strategies did you use to engage and unite staff to support successful implementation of the OAG?
- What's worked well, and why?

2 What would help / has helped?

- What makes it easier for class teachers and wider staff to engage further in using the guidance to support children in their classrooms?
- What support, training, or tools have been most useful and what else is needed?

Aligning with the EEF School's Guide to Implementation

Breakout Groups

Showcasing Inclusive Practice - Invitation to Schools

What

We're inviting Birmingham schools and settings to **showcase inclusive practice** through short video, photo or audio clips as part of the Ordinarily Available Guidance (OAG) development.

How

Create a 1-4 minute piece that highlights one aspect of the OAG in action – for example:

- Slides with photos showing how you've introduced staff to Section 2 strategies
- A short recorded conversation with leaders about how implementation is going
- Classroom footage of staff delivering ordinarily available provision in practice

Why

- Celebrate the work of your staff and pupils
- Share practical examples that inspire and support colleagues citywide
- Contribute to the collective development of Birmingham's OAG resource

The Ask

If your school would like to take part, get in touch with us to discuss your idea.

Your contribution will be credited and shared as part of the OAG online resource and future training materials.

Showcasing Practice: Quality Framework

Research, Alignment & Impact

- ☐ Clear link to one or more aspects of the OAG
- ☐ Aligned to local/national strategies/research/evidence
- ☐ Clear impact (progress, wellbeing, confidence, inclusion)

Implementation & Fidelity

- ☐ Delivered with fidelity & consistency
- ☐ Aligned to EEF Implementation Guide
- ☐ Embedded in whole-school systems

Professional Learning & Development

- ☐ Staff trained & supported
- ☐ Builds staff confidence & expertise
- ☐ Promotes peer reflection & dialogue

Co-Production & Inclusion

- ☐ Pupil voice is central
- ☐ Parents/carers engaged
- ☐ Equity, diversity & inclusion evident

Sustainability & Transferability

- ☐ Sustainable & resourced
- ☐ Adaptable for other schools
- ☐ Conditions for success identified

Monitoring & Review

- ☐ Regular review & refinement
- ☐ Lessons learned are shared
- ☐ Ongoing evaluation & next steps



FRAMEWORK FOR INTERVENTION Revised

Your toolkit for SEMH support

What is it?

A revised version of Framework 4 Intervention

A practical resource for school-based teams

It supports decision-making for children and young people with SEMH needs

It includes exploratory tools and accessible CPD

It helps plan universal, targeted, and specialist provision

It enables teams to record strategies, interventions, and progress

It aligns with the graduated approach for SEMH support

It offers a pathway to EP involvement for complex cases

Why it exists...

EP demand currently exceeds availability

EP support can be persevered for the most complex and persistent SEMH needs



Schools can feel confident to meet SEMH needs through universal and targeted pathways where possible, with the right structured tools and training in place

How will it benefit your school...

It will reduce delays and inappropriate specialist referrals

It will offer ready-to-use tools and CPD for staff

It will boost staff confidence and consistency in SEMH responses

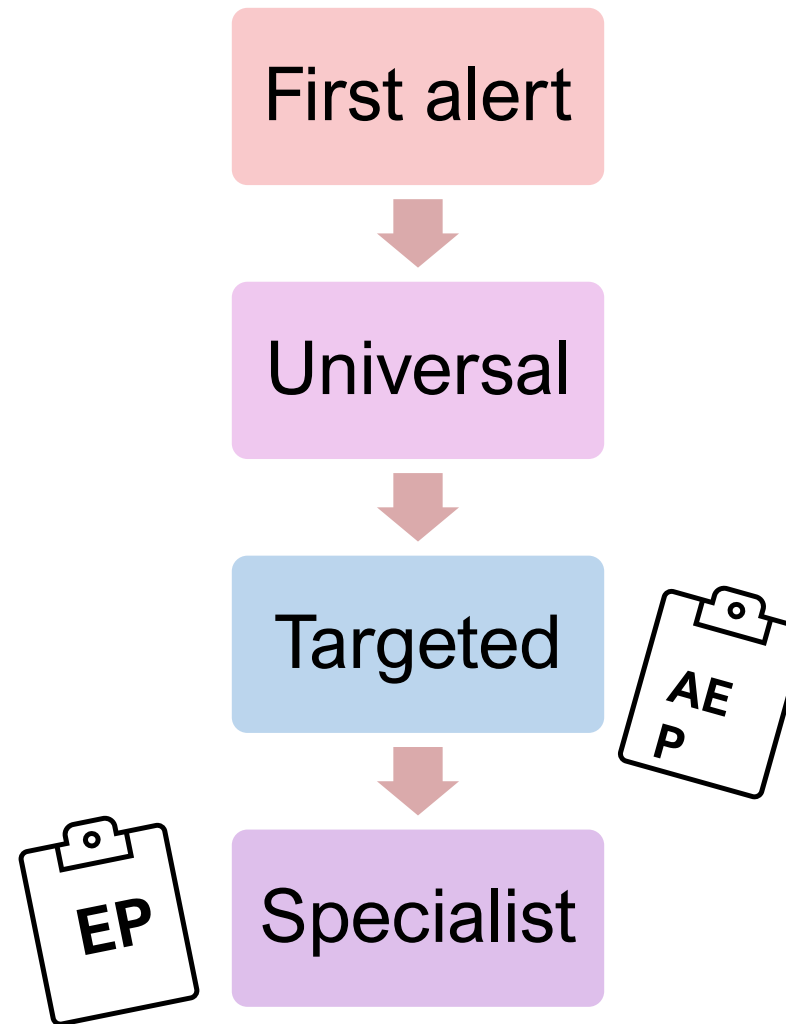
It will strength evidence and record keeping for the graduated approach

It will support effective plan–do–review cycles

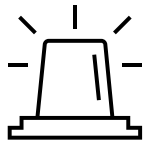


What does the framework look like?





Phase 1: Universal



SENCO CHECKPOINT

Is the pupil accessing quality first teaching and are whole school SEMH policies relational and being applied consistently?

No- work with class teacher

Yes- proceed to next step

Explore needs through use of the 'Classroom Development Tool' with staff to plan for action at a universal level. To complement this, staff can access relevant animations on:

- The physical classroom environment
- Teacher practices and interactions
- Student engagement and participation

Implement actions identified for a period of six weeks

Review progress with classroom staff after six weeks

The Classroom Development Tool

Framework for Intervention Revised



Phase 1: The Environmental Checklist

1. The physical classroom environment				
A. Safety and security	A strength	Adequate	To improve	Comment
Cleanliness & Organisation – The classroom is clean, organised and free from physical hazards such as clutter.				
Furniture Arrangement – The furniture is arranged for easy movement and to prevent accidents or falls.				
Materials Storage – Materials are stored safely and neatly, in appropriate containers with labels.				
Accessible Resources – Frequently used resources (e.g. books) are easily accessible and organised for pupil independence.				
Supervision – There is clear visibility of all areas of the classroom, ensuring effective teacher supervision.				
B. Comfort & Aesthetics	A strength	Adequate	To improve	Comment
Lightning – There is adequate and balanced lightning, avoiding glare or dimness. There is access to as much natural light as possible.				
Temperature & Ventilation – The classroom temperature is comfortable and there is adequate ventilation to ensure fresh air circulation.				
Noise Level – Overall noise level is conducive to learning; and there are designated quiet zones as needed.				
Visual Appeal – The classroom is visually appealing and stimulating, without being overly cluttered or distracting.				
Pupil Work Display – Pupils work is displayed prominently and				

Phase 3: The Action Plan

Improvement priority 1				
Implementation			Evaluating impact	
What needs to be done?	By when?	What resources are required?	What evidence will indicate progress	How and when will the evidence be gathered
Improvement priority 2				
Implementation			Evaluating impact	
What needs to be done?	By when?	What resources are required?	What evidence will indicate progress	How and when will the evidence be gathered
Improvement priority 3				
Implementation			Evaluating impact	
What needs to be done?	By when?	What resources are required?	What evidence will indicate progress	How and when will the evidence be gathered

Phase 2: Targeted

SENCO CHECKPOINT

Does the review still indicate an SEMH need following implementation of actions and CPD at a universal level?

No-Continue to implement provision at a universal level.

Yes- proceed to next step



Explore through using the 'SEMH Needs Insight Tool' to better understand what may be underlying difficulties and differences. To complement this, **upskill** staff through accessing relevant EPS CPD on:

How to conduct a holistic assessment

Understanding behaviour through a learning lens

Understanding behaviour through a communication lens

Understanding behaviour through an emotional lens

Understanding behaviour through a social lens

Understanding behaviour through a sensory lens

Plan for specific interventions and strategies.



Attend a peer consultation group to reflect on and problem-solve around shared concerns to support intervention planning



Do implement interventions and strategies identified for a period of **a term**



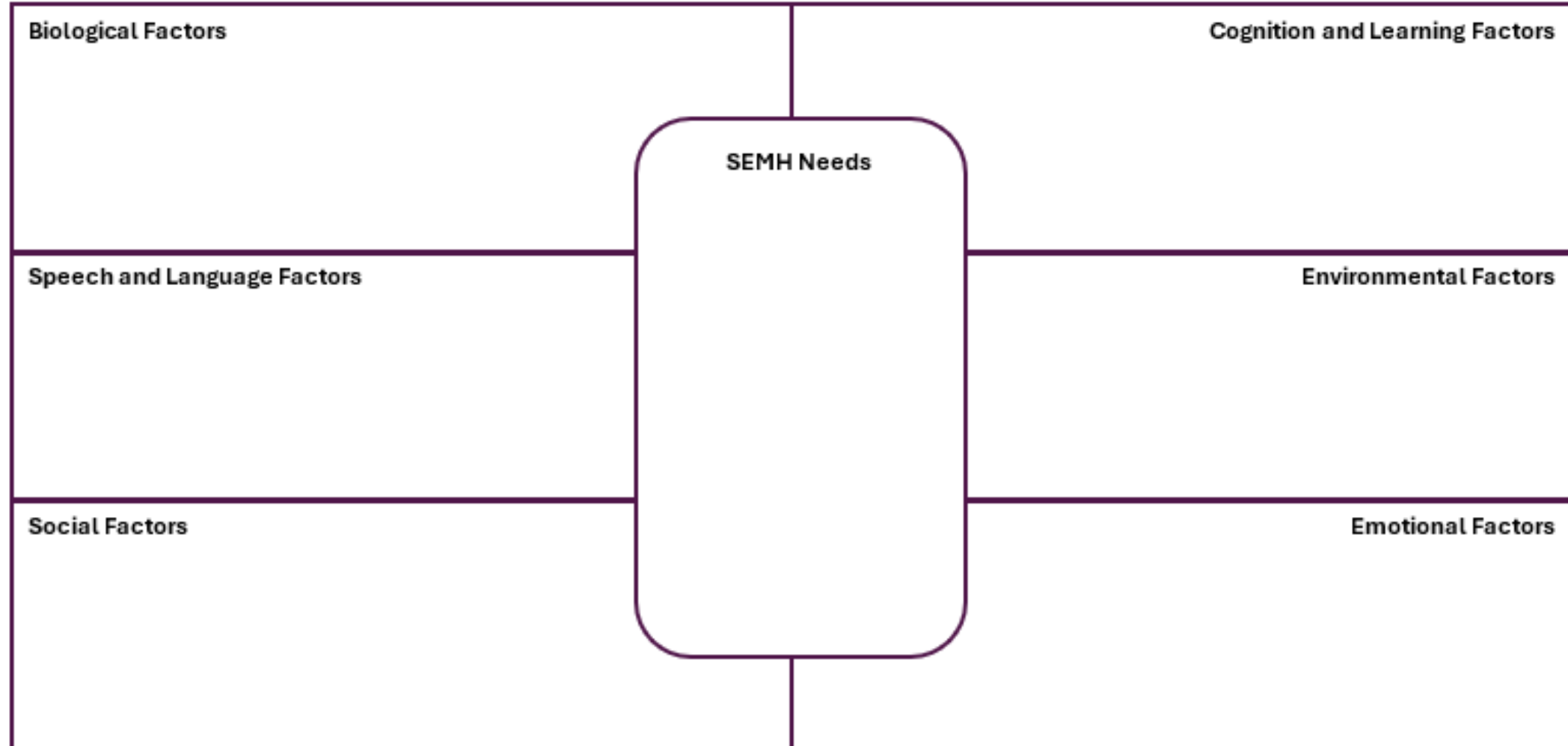
Review progress with classroom staff after **a term**

The SEMH Needs Insight Tool

Framework for Intervention Revised



Phase 1: The Holistic Assessment



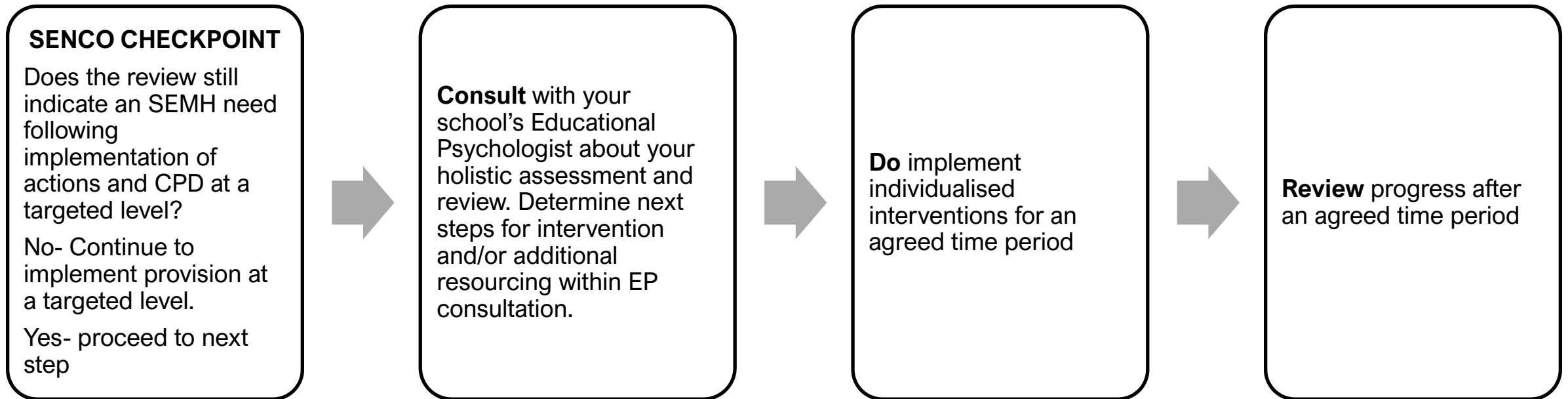
Phase 2: Planning for Intervention

Area and focus for intervention	Targeted action (OAG ALL SECTIONS): • Small group interventions • Classroom adjustments • Targeted strategies • Resources	Time frame for implementation	Review

Peer Consultation



Phase 3: Specialist



The Pilot Project



If you are interested in taking part in a pilot project please contact:

Anna.Partridge@birmingham.gov.uk

Any Questions?



Your feedback

<https://forms.office.com/e/9VtmhGeGeU>

SEND
BIRMINGHAM

SENCO Briefings (Autumn 2025) Feedback Survey



Thank
You!