



Craven
Locality Board

Craven Locality Board (CLB) Outreach SENCo

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Introduction and Background

- SEND was a common priority and need across Craven schools (Jan 21)
 - Primary schools in particular - Lack of capacity key
- CLB decided to invest a significant % of funding on recruiting to this priority
 - Initial plan focused on two temporary HLTAs to take on roles to support schools across the district over 18 months (2 funding years)
 - Line management and operational contractual management required beyond NYCC due to LA HR constraints and process times
 - Craven Locality Board worked with Moorlands Learning Trust (MLT) to create job specification and advertise/conduct interviews and MLT agreed to facilitate appointment / line management
 - Secondment agreement needed from existing employer or risk of temporary role



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Introduction and Background cntd.

- Apparent after two rounds of interviews that the role was more aligned to qualified SENCoS
- CLB got agreement from NYCC for 30 months funding and MLT agreed to take on all employment management and risks
 - Permanent role therefore created
- Further advert and subsequent interview for interested SENCoS
- Appointment of Tracy Hansen as Craven Outreach SENCo from January 2023



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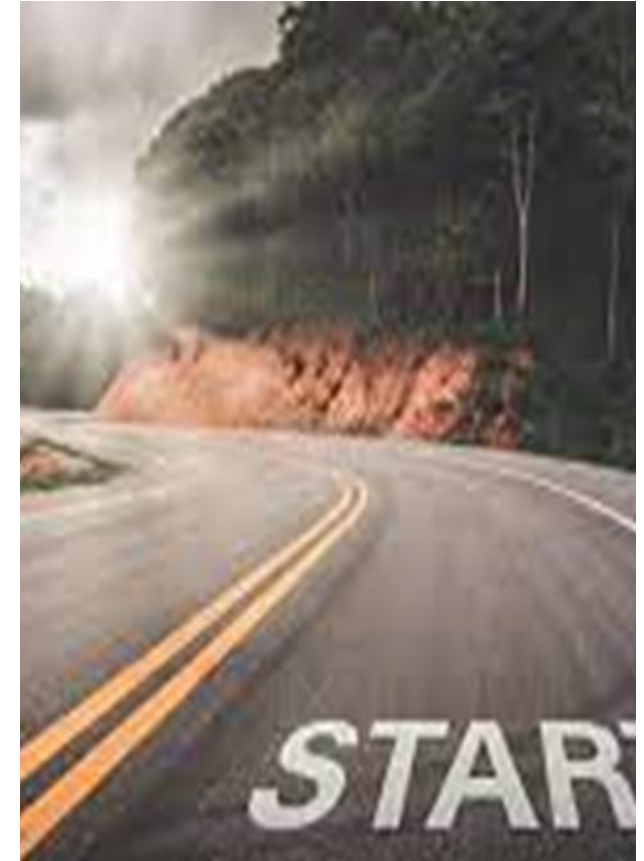
The Start of the Journey

Background:

Craven Locality Board identified early identification of SEND needs as a key development priority for Craven District.

Aims of the role:

- Increased early identification of SEND needs.
- Support in the context of Craven schools.
- Support for schools given national pressures.
- Upskilling and increasing capacity within Craven schools.
- SEN pupils attend their local school with appropriate support.
- To facilitate a reduction in the time that children remain on the SEND register because early intervention supports progress.
- To reduce the number of students with unidentified needs at key transition points, particularly from primary to secondary school.
- To improve academic outcomes for students identified at SEND support.



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The National Picture

- The number and percentage of pupils with SEN has continued to rise since 2016.
- The number of pupils with an EHC plan has increased by 9% between 2022 and 2023 and by a total of 64% since 2016.
- The number of pupils with SEN support has increased by 5% from 2022 to 2023 and by a total of 19% since 2016.
- In 2023, 4.3% of school population has an EHCP compared to 4% in 2022 and continuing a trend of increases since 2016. Prior to this, the rate had remained steady at 2.8%.

Source: Gov.uk explore education statistics

Long wait times to access to services such as CAMHS, Speech and Language, assessment and diagnostic pathways.

Special school places limited and not always appropriate.

SEND Code of Practice tells us that identification should be early and affect provision.



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Craven Context-Primary Schools

Craven is a rural area with 31 Primary schools:

- 16% Academies;
- 40% Community Schools;
- 44% Voluntary aided or voluntary controlled schools;
- 42% of primary schools in Craven have less than 100 pupils.



SENCO is a statutory role.

SENCO role is often being done alongside other whole school roles.

Agency SENCOs, federations of schools sharing a SENCO.



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Strategy from the start-what did we do?

District Outreach SENCO started in January 2023.

Uptake/interest

Initial contact with primary schools well received and initial visits set up.

HT 1 (Jan-Feb)

Meetings with 68% of Headteachers and SENCOs.

By end of academic year, direct work with 94% of primary schools.

September 2023

Relationships established. Schools and SENCOs contacting District SENCO.

Training offer established and circulated to schools.



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Working in partnership with schools

Direct work

- Observation, report, resources;
- Screening to support classroom observations;
- Graduated response;
- EHCAR submissions-training and support;
- Applying section F of EHCP-advice;
- Tracking progress-SMART targets, IEP documents;
- Staff development-whole school, SENCO, teachers of target groups;
- Signposting for support;
- Strategies to address a variety of SEN needs.
- Supporting networking between schools.

What next?

- 2023-24 established CPD offer-whole school and SENCO specific.



Key Performance Indicators

Indicator:

A systematic and personalised application of the graduated response assess, plan, do, review.

What would success look like?

An accurate SEN register.

Graduated response is applied appropriate to each pupil.

Support is appropriate to need and impacts positively on progress.



Indicator:

Where pupils need an EHCAR, schools are supported in gathering evidence so that the appropriate support is provided.

What would success look like?

Increased staff confidence completing EHCAR.

EHCP in place at the right time to maximise impact.

Indicator:

Increased evidence of action and impact.

What would success look like?

Baselining and reviewing to evidence impact of interventions applied. What were schools doing? What are they doing now?



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What is happening on the ground?!

- Visible and contactable;
- Broad range of support;
- A listening ear for SENCOs;
- Increased capacity for early assessment of SEND;
- Baseline assessments as a centralised resource;
- Professional Development opportunities;
- Confidence and expertise growing in schools.



School Feedback

• 'Tracy is a very warm and personable professional. She is always willing to help if she can and offers good advice.'

'Screeners have been used and this has reduced some of the workload for the SENCO, and they have been much quicker than before. Tracy is able to. The suggested assessments have been actioned to have a better understanding of the child. We have also started to look at IEPs and profile formats for my school- really useful to talk professionally with a knowledgeable colleague to thrash out ideas!'

• 'Tracy is friendly, approachable and non-judgemental! She has worked 1:1 successfully with all our staff and has fully supported our overwhelmed SENCO. Whatever we ask she makes it happen.'

'Super helpful as an accessible point of advice. Just what SENDCOs from small schools need: a listening ear and sound board for the difficulties we face without adding to our workload by The Craven prompt to reply will advise as needed.'

'Excellent service and support-very much needed in an area of education that seems to have become forgotten, underfunded and a struggle to access the support children need.'

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Any questions?



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