

DARLINGTON SCHOOLS FORUM

10th October 2017

ITEM NO 3

SCHOOL FORUM OFFICER WORK UPDATE

Purpose of the Report

1. The purpose of the report is to update School Forum on the review of the high needs services and related activity.

Resource Base Numbers

2. The position following the May Resource Base panel and an emergency panel before end of term is as follows:

Base	Commissioned Places	Confirmed Places Sept 2017	Vacant Places Sept 2017	Year 6/11 leavers 2017/18
Heathfield	16	12 (KS2)	4 (KS1)	2 (KS2)
Hurworth	14	14	0	5
Northwood	9	8	1	To be determined ¹
Mount Pleasant	20	18	2	7

3. The resource base reporting process has been reviewed and it has been decided to be fit for purpose and the process will be continued in the new Academic Year. The dates for the panels in 2017/18 will be:

	Autumn Term	Spring Term	Summer Term
Deadline for Paperwork	2 nd October	22 nd January	7 th May
Circulate Paperwork	9 th October	29 th January	14 th May
Panel Meeting	20th October	8th February	24th May

4. If possible, applications for 2018/19 should be made for submission to the Autumn Term panel which has been brought in line with the secondary applications deadline (31st October 2017).
5. In 2016/17 services completed a self-evaluation and these have been considered alongside the formal annual reviews.
6. As a result of the annual reviews and meetings early in the Autumn Term 2017, discussions are being held with various services and when agreed schools will be informed to changes and the School Forum in January 2017 will be informed of any budgetary implications.
7. Service specifications have been reviewed and updated to bring into line with the SEND OFSTED/CQC inspection objectives. A meeting was held with the outreach services² in order to

¹ The Speech and Language base objective is to ensure children return to mainstream full time after a maximum of 2 full Academic Years.

² Speech and Language (Northwood); Social Communication (Hurworth/Mount Pleasant/Beaumont Hill); Cognition and Learning (Beaumont Hill); Low Incidence Needs (Hurworth Primary); Traveller Education (The Rydal Academy).

clarify the roles and responsibilities of the peripatetic services and the responsibilities of the settings they will be working with to be compliant with the SEND Code of Practice.

8. Advisory teachers can build expertise and capacity in schools to support children with the specific SEND needs and do so in the areas of advice, guidance and training. This can support identification and assessment of a Child/young person's needs, monitoring of outcomes, involving the CYP in the planning and review of their learning and ambitions in relation to higher education and/or employment; independent living; participating in society and being as healthy as possible in adult life.
9. It is requested that settings work with services to support these changes. The implications of these changes will be monitored.
10. The training plan run by the social communication outreach service for ASD Leads has been reviewed and will be relaunched. The service will be incorporating a charging policy as there have been last minute 'no shows' or cancellations.
11. There have been some changes to the specialist equipment policy and radio aids policy. Updates will be provided for the LA SENCo Partnership network meeting in October.

Future in Mind Projects Update

12. There was an underspend on the Future in Mind projects in 2016, therefore, a new project 'Emotional Learning Support Assistants' has been developed by the LA Educational Psychology service. This is a suitable project to build on the skills and knowledge in the area of CYP mental health as a result of the Future in Mind projects. This will be a 2 year project at a reduced cost and is offered to all schools. Further information can be sought from Carol Watterson or Lisa Garforth.
13. The **E-Safety Peer Support** programme commenced this term in most of the identified settings. There are plans in place for baseline and end assessment to capture and report on impact of the programme. Further information can be sought from Catherine Shaw.
14. **The 'Mindful Schools' programme** is into the final stage of in-school delivery whereby each school with trained staff should have independently delivered a Mindfulness course to pupils by 31st December 2017. The trainer (Mindful Therapies) will support staff through this time to finish their journals and will provide a pre and post course evaluation tool for use by staff to evidence impact of the course for pupils. With this continuing support and guidance we are confident in the ability of all 38 participants in 24 schools to deliver mindfulness to pupils. As this was a 'train the trainer' course, staff can now cascade this training within school and hopefully build a whole school approach.
15. The majority of school staff participants signed up with limited knowledge of mindfulness and primarily as an opportunity to learn an intervention for use in the classroom. It is clear from the staff's comments that for many it has been a transformational process in all aspects of their lives. They have developed their own personal practice and are eager to share their knowledge and understanding of mindfulness with their pupils.
16. An article for the 'One Darlington' magazine is being prepared and a staff graduation event has been arranged to celebrate the achievements of this programme on Tuesday 28th November 2017 at 4.00pm, at Longfield Academy. The Mayor will present certificates.
17. Schools that bid for the **peer support funding grant** in 2016 have now concluded their projects and schools have returned their evaluations.
18. The Darlington Future in Mind Local Transformation Plan (LTP) group led by the CCG, would like to review the evaluations of the projects in schools to date, and consider how best to communicate the great work been done in Darlington, and the benefits of the projects in schools.

The schools that have participated in all the projects will be approached to provide comment and/or case studies etc for this purpose.

19. The Future in Mind plan will be updated and school representatives have been identified and will be invited to future meetings of the group.

Accessibility Training

20. One to one training meetings have been held with maintained schools to identify actions as relevant to needs of the school, and guide schools in the audit and review of their accessibility actions. Accessibility Plans have been updated/made available for the new Academic Year.
21. Some schools have signed up for the traded service for Accessibility training in 2017/18.

Recommendation

22. The School Forum to note progress on review of high needs services and related monitoring activity.

Eleanor Marshall - School Forum Monitoring & Support Officer