

Strategy for Special Provision

Proposed Staffordshire Enhanced District Inclusion Support (SEDIS) Model v1.0

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Introduction

Staffordshire County Council has been working with our partners over the last 12 months to develop a Strategy for Special Provision that ensures equality of access to education which meets the individual needs of our children and young people in their local community to give them the best start in life and a chance to achieve their potential.

The Strategy for Special Provision has been informed by the conclusions drawn from a detailed gap analysis of current need and existing provision and the views and ideas of representatives from Health, Social Care, educational settings including Pupil Referral Units, The Virtual School, and parents and carers.

The Strategy comprises two major components:

- A pre-statutory Staffordshire Enhanced District Inclusion Support Model (SEDIS) to provide mainstream educational settings with the resources and support to deliver the graduated response.
- The creation of additional provision in Staffordshire Special Schools based on a detailed analysis of need.

This document sets out the proposed SEDIS Model.

Overarching Principles

Our aspiration in Staffordshire is to ensure all children and young people are educated in their local community with the right support at the right time. The proposed SEDIS Model will build upon the current graduated response for special educational needs (SEND) and further develop existing district locality working. The Model seeks to continue to remove barriers to inclusion in mainstream educational settings by building capacity and confidence as well as enabling settings to share best evidence-based practice and support each other.

In order to ensure all children and young people achieve their full potential, SEDIS will support educational settings to remove barriers to learning and support the development of inclusive and relational learning environments.

Staffordshire Graduated Response

Special Educational Needs (SEN) support in Staffordshire already has a clear cycle of assessment, planning and putting in place appropriate support, and reviewing a child or young person's progress. This is known as 'Assess, Plan, Do, Review'. [The Graduated Response - SEN Support in Settings | Staffordshire Connects.](#)

Staffordshire has a clearly defined Graduated Response model of support which guides educational settings to meet the needs of children and young people who may present with SEND. A key part of this approach was the formation of District SEND and Inclusion Hubs [SEND & Inclusion Hubs - support for school staff | Staffordshire Connects](#)

The work of the District SEND and Inclusion Hubs is built upon and guided by the following core principles:

- Promoting and embedding early intervention.
- Focusing on outcomes for the child and family.
- Offering peer support and constructive challenge in an environment which enables people to be open and honest.
- Empowering educational settings to be more able to meet SEND and Inclusion needs.
- Promoting multi-agency working and co-production with partners, including Health & Social Care.

The proposed SEDIS Model will build on this to ensure children and young people of Staffordshire can access high quality provision which meets their individual needs, when they need it, in their local mainstream educational setting, without the need for a formal diagnosis or Educational Health and Care Plan (EHCP). A fundamental principle of the proposed model is the mainstream educational setting will be supported to develop their capacity to ensure that where possible, children and young people are educated within their local community.



SEDIS Model

Principles of the Model

The model proposes a district-based Enhanced Outreach and Enhanced In-Reach offer for mainstream educational settings based upon the presenting needs of the child/young person. This model of support seeks to address unmet SEND needs using an 'eco-systemic' approach drawing on expertise from across Health, Social Care and Education.

The SEDIS Model will sit alongside and work in partnership with the new Family Hubs to ensure that support builds capacity and empowers the two main systems in the child or young person's life, the family and the educational setting.

The Model: Enhanced Outreach and In-Reach Provision

SEDIS provision is first and foremost a model of proactive early support for children and young people as well as a way of developing sustainable capacity in mainstream educational settings. SEDIS is not a process of 'last resort' prior to exclusion, placement breakdown or a primary method for creating evidence for a request for an Education Health Care Needs Assessment.

Utilised proactively, it is envisaged SEDIS provision will help to build capacity and confidence within Staffordshire's mainstream educational settings alongside supporting a more personalised and tailored approach to addressing a child or young person's additional needs. The model recognises and champions an emphasis on early support for children and young people who are care experienced.

The model is designed to be predominantly an Enhanced Outreach approach. Outreach entails the educational setting that is seeking support receiving additional and enhanced specialist support to develop their capacity to meet the needs of children and young people. Outreach is also designed to develop the capacity of the educational setting that is seeking support to meet the needs of all children in their setting in the future.

In some circumstances, despite high quality Enhanced Outreach support, the child or young person may require specific support that is away from their educational setting. Where this is the case, they may require an Enhanced In-Reach placement. If this level of provision is required, there is expectation that the child or young person's educational setting will have engaged with the support offered from the SEDIS Outreach provision. SEDIS will be delivered on an individual basis or in small groups and in all circumstances, the child or young person will remain on the roll of their educational setting.



SEDIS Criteria:

It is proposed that mainstream educational settings will request SEDIS via the District SEND and Inclusion Hubs where they are experiencing challenges in meeting the SEND needs of a child or young person.

SEDIS is for all children and young people aged 0-25. Support is needs based rather than diagnosis led. A request for SEDIS may be made to seek support for a range of reasons, including the following:

- Addressing challenges with cognition/learning, social emotional, social communication, speech and language and social interaction needs that present a barrier to learning and the development and maintenance of relationships (see page 8 for Speech and Language needs provision).
- Understanding and addressing sensory issues that may be impacting on the child or young persons' engagement with and access to the curriculum.
- Children and young people who may experience challenges with mental wellbeing i.e., anxiety, panic attacks, depression.
- Supporting educational setting engagement and challenges with school attendance.
- Support to understand and meet unidentified SEND.
- Preventing placement breakdown and school exclusion.

Process for Accessing SEDIS

The proposed SEDIS Model builds on existing support structures in the District SEND and Inclusion Hubs. Educational settings will continue to discuss children and young people requiring additional support and who may be at risk of exclusion at the Hubs. These Hubs will act as a multi-agency triage platform and where a child or young person may require enhanced support, they will submit a request for SEDIS to their Locality Management Group (LMG).

Where a request for SEDIS is accepted by the LMG, the initial offer will be for Enhanced Outreach support for the child or young person's educational setting. If following Enhanced Outreach support, it is deemed the child or young person would further benefit from a more intensive Enhanced In-Reach placement for a time limited period, the SEND & Inclusion Hub will refer a request to their LMG.

Settings will be required to engage with the Enhanced Outreach provision offer first as a pre-requisite to any request for Enhanced In-Reach provision.

Introduction Process

The SEDIS model recognises that the development of functional literacy and numeracy skills are key variables in access to the curriculum and inclusion. Therefore, all children and young people accessing additional support from SEDIS, whatever their primary presenting needs, will be screened for underlying literacy and numeracy difficulties.

A structured introduction process for both Enhanced In-Reach and Enhanced Outreach provision will incorporate all parties involved in supporting the child or young person (i.e., the child or young person's educational setting, parents/carers, provision staff and other professionals involved). This is important to ensure a smooth and informed transition.

This introduction will usually include:

- Meetings with parents/carers and child or young person together before the start of SEDIS support. These meetings would be used to alleviate concerns and offer reassurances, discuss what support and academic provision might be suitable. These are also used to explain what the expectations of the child or young person's educational setting, parents/carers and the young person are and offer the opportunity to discuss any unmet needs / challenges that may be presenting.
- SEDIS professionals will initially visit the child or young person in their current setting to conduct observations, gather evidence of need / understand strategies that have been implemented previously. A 'bespoke' outreach support programme will then be tailored towards that child or young person's needs which will be supported and guided by the SEDIS provision staff over a period of up to half a term and draw on any necessary specialist support if needed e.g., Health colleagues, Specialist Teachers, Educational Psychologists, Pupil Referral Unit etc.
- If after this support the child or young person's educational setting is still experiencing challenges in meeting the needs of the child or young person, and there has been no noted improvement there would be an opportunity at that point to seek more intensive Enhanced In-Reach support.
- The child or young person will be given the opportunity to meet all teachers and staff in an informal way and to observe other children or young people in the provision.
- Visits and 'taster' sessions at the beginning of the Enhanced In-Reach offer for parents/carers and child or young person to become familiar with the environment.
- Involvement and engagement from the child or young person's educational setting to help ease the transition period for the child or young person.
- Parental/carer involvement and engagement in the introduction process to help ensure engagement and attendance throughout the placement.
- Support and guidance to parents/carers to form part of the outreach provision offering an eco-systemic approach.

SEDIS Outreach Provision

Enhanced Outreach provision is for educational settings requiring additional enhanced support to meet the diverse and unique needs of children and young people with SEND. Educational settings will access their local Enhanced Outreach provision via their District SEND and Inclusion Hubs.

Outreach support is primarily focused on supporting the educational setting to develop the capacity to meet the needs of children with SEND. The child or young person will remain in their educational setting, with SEDIS staff generally visiting the setting 2-3 times a week, for the duration of the provision, to support staff with implementing agreed strategies, to model support techniques, and support resource development. There is an expectation that the child or young person's educational setting will have completed the free Relational and Restorative Practice training Offer.

If after high quality Enhanced Outreach support, the child or young person requires specific support away from their educational setting they may require an Enhanced In-Reach placement. Although this provision may be away from the child or young person's educational setting, they will continue to remain on the roll of their educational setting.

SEDIS In-Reach Provision

Attending the SEDIS provision can be on either a full time or part time basis according to individual needs. The child or young person will remain dual registered with their mainstream educational setting who will retain responsibility for their academic progress and safeguarding. Placement's will be 'time limited' and not usually for a period longer than one term. There is an expectation that the child or young person returns to their educational setting after the enhanced In-Reach support has taken place.

All Enhanced In-Reach placements will be followed by a period of Enhanced Outreach support using a phased approach to reintegration by the SEDIS staff. Staffordshire Educational Psychology, the Specialist Teaching Support Services, The Virtual School, Pupil Referral Unit and Mental Health Support Team, (practitioners in educational settings), may also facilitate the reintegration process if appropriate.

On accessing the SEDIS In-Reach provision, the following assessments will be completed:

- Review of baseline academic assessments specifically where the child or young person may have missed significant parts of learning prior to a request for SEDIS.
- Functional Behavioural Analysis may be appropriate to better understand behaviour and the factors influencing it with a view to introducing adjustments which will produce an alternate set of behaviours.
- Assessment of key psychosocial skills – i.e., self-esteem, social skills, communication skills and attitude to learning, Boxall Profile / Strengths and Difficulties (SDQ) Mental Health Assessment.
- Gathering of a child or young person's family history including living situations and close relationships.
- Assessment of known risk factors, e.g., trauma, care experience, etc.
- Outcome Star methodology may be used to both baseline and evidence progress.

Curriculum

Whilst the SEDIS model is not designated as or deemed to be an alternative provision, this model is mindful of DfE guidance for such provision's and seeks to embed these values within it.

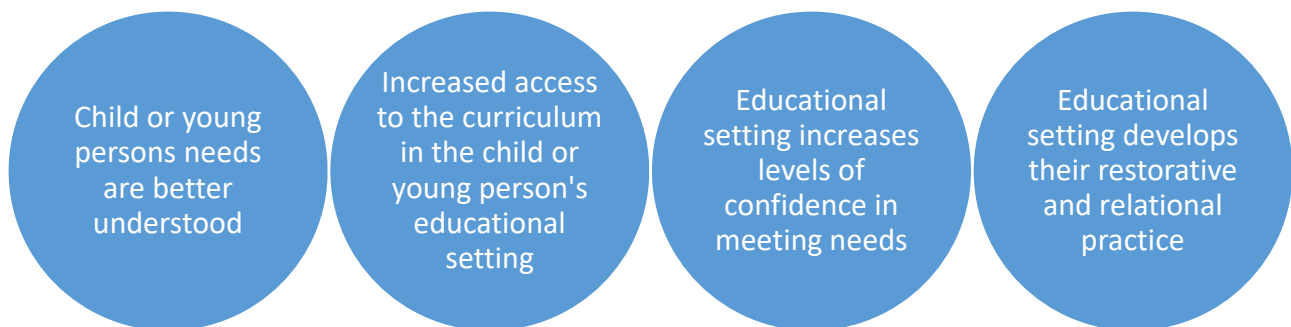
The DfE's Statutory Guidance indicates that, although good alternative provision will differ for individual children and young people, there are common elements that alternative provisions should aim to achieve, including:

- Good academic attainment on par with mainstream schools, particularly in English, Mathematics and Science (including IT), and with appropriate accreditation and qualifications.

- That the specific personal, social, and academic needs of children and young people are properly identified and met to help them to overcome any barriers to attainment.
- Improved motivation and self-confidence, attendance, and engagement with education.
- Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, or successful transition to further education, training, or employment.

SEDIS Model Desired Outcomes

The purpose of the proposed SEDIS Model is to ensure that every child and young person has the right support at the right time. Outcomes for children, young people, and their educational setting as a result of Enhanced Inclusion Support will be evidenced by improvement in the following areas.



SEDIS and Requesting an Educational Health Care Needs Assessment

For a small minority of children and young people, despite high quality support through the enhanced graduated response, their additional needs may require significant provision that may exceed that which a mainstream educational setting can provide.

For a smaller group of children and young people, their needs may require provision that can be made in a special school. The SEDIS Model is part of the enhanced graduated response that provides an evidence-based way to understand whether a child or young person may require an Educational Health Care Needs Assessment.

It is proposed that all children or young people accessing SEDIS are also reviewed through the new proposed Enhanced Assess Plan Do Review (EAPDR) Pathway.

Funding Arrangements

It is proposed that SEDIS will be jointly funded by the Local Authority, via the current arrangements in the District SEND and Inclusion Hubs, and the mainstream setting.

Transport to and from SEDIS In-Reach provision will be the responsibility of the child or young person's educational setting/parents. Ideally students will be placed locally within their communities mitigating against this aspect. Timings of the school day may need to be adjusted accordingly to facilitate families who need to transport other siblings.

SEDIS Settings and Locations

The Local Authority will be seeking expressions of interest from educational settings to develop SEDIS teams across the 8 Districts. In some larger districts, additional teams may also be required.

It is hoped that proposals will be forthcoming from groups of educational settings that represent all key stages of education. Expressions of interest will be especially welcomed from groups of mainstream educational settings in collaboration with special schools and Pupil Referral Units.

SEDIS teams will be comprised of professionals from educational settings, Local Authority Officers (e.g., Educational Psychologists, Specialist Teachers), colleagues from Pupil Referral Units, Health and Social Care. Teams will require a base of operations with capacity to make provision for In Reach.

The Local Authority proposes to support the development of the SEDIS Teams through the District SEND and Inclusion Hubs. Additional capital resources may also be available for projects to develop building spaces to provide bases for SEDIS teams and In-Reach provision.

Speech and Language Provision

Speech, Language & Communication Needs (SLCN) underpins all aspects of child and adolescent development. With this in mind, provision in this area is set out specifically below.

Speech and Language needs can be detected very early on in a child's life, prior to school and before agencies such as Speech and Language are involved. It is important therefore that there is a broad, community-based offer to support adults to effectively intervene with difficulties as soon as they become apparent. The model proposes a tiered approach to meeting needs in this area based on a universal and targeted response.

Universal Provision

Universal provision for children in Staffordshire will include:

A Countywide Digital Offer (All-phase awareness raising in Speech and Language needs)

The digital offer will provide information and advice to support parents/carers and practitioners. This provision is currently available for Early Years, (pregnancy to 4 years) but will be extended to include Primary and Secondary aged children. This toolkit will include various resources of support, including free training opportunities in the form of webinars.

Early Years training offer

The Early Years offer will be a virtual training package to develop the confidence of Early Years practitioners in the identification of speech and language difficulties and being more confident in knowing what strategies to use in an Early Years setting. The package will cover four modules:

- **Communicating with confidence** – introduction to the role of key adult in the child's life and attachments and communication development.
- **Staged pathway** – introduction to a tool that support practitioners decision making regarding referral to Speech and Language therapy services.
- **Early communication screening** – introduction to the early communication screening tool.
- **Time to Talk intervention** – introduction to a targeted language intervention.
- The package will also include a copy of the Early Communication Screening toolkit and the Time to Talk intervention resource for use in the setting.

Speech and Language Offer Awareness Raising Programme (2yrs)

Will be offered through Primary, Secondary and LMG Hubs, the SENCO network and the e-school bag.

Speech and Language representative and regional Heads of Centre will attend or record awareness raising/ FAQ webinars for all hubs in the first term. This will be done each year for two years.

Twilight Sessions

There will be ten virtual twilight sessions for two years free to educational settings. This includes Stoke Speaks Out training, how to make referrals and service provision. Twilights are available as webinars for new staff and settings as required.

Teaching across the curriculum

Class teachers target teaching across the curriculum, including vocabulary teaching, pre-teaching of core concepts and appropriate approach to grammar teaching e.g., colourful semantics, shape coding and cued articulation. This is every setting's responsibility and is covered in the core training offer. Uptake of this offer is monitored via the Regional Heads of Centre.

Screening pathway

A screening pathway from Early Years to key stage 3, incorporating:

1. The two-year check
2. Reception check, using the Stoke Speaks Out Early Communication Screen ©
3. Year 7 check
4. Year 9 check

Targeted Provision

If despite inclusive high-quality language rich teaching, a child's difficulties continue, then there is access to clear and straightforward advice on what to do next. At the targeted stage, the ownership of intervention and support remains with the setting and parents and includes the following support:

Early Years children

Preschool aged children with identified SLCN will continue to be referred directly to the Speech and Language Therapy Service without the need for Early Years Forum's support. This is part of the early support offer.

Targeted Assessment

Stoke Speaks Out Early Communication Screen © alongside Staged Pathway as mentioned above. Some settings are already using Wellcomm. School observations and developmental checklists, Staged Pathway again have these resources.

Following language screens across all phases (preschool, reception, year 7 and year 9), further targeted assessment takes place, followed by support. This is captured as part of APDR cycles. For example, cued articulation, colourful semantics; small group provision in the child's area of need. These are taught as small group sessions frequently for short bursts.

Outreach and Referral

ADPR (1) information is sent to Speech and Language via the Stoke Speaks Out pathway and logged with the LMG via the SLC email address (this will be required for further referrals).

ADPR (2) Speech and Language Therapy service deliver a programme of activities and advice at the child or young person's educational setting and home. This will include any specific training needs or approaches recommended by the Speech and Language Therapist. This is reviewed jointly in the event of little progress.

District Centres

Four District Centres that provide:

- A place for both in-reach and out-reach support.
- A dedicated day for work in educational settings.
- A dedicated phone line for advice and support.
- Specialist training packages for educational settings including Makaton, colourful semantics, cued articulation, word aware and vocabulary teaching. These remain free where a child is open to Speech and Language.
- The Centres provide enhanced, evidence-based support for children and young people with identified need that has not been resolved via APDR; lack of progress despite targeted support as evidenced by a request for support to the LMG.

Identification

Children will usually be identified by Early Years or the child or young person's educational setting staff, in consultation with parents.

Initial steps to support the child will be implemented and reviewed by their educational setting staff, parents and Speech and Language Therapists (SLT). Settings are expected to access the Stoke Speaks Out staged pathway in order to make a referral to local Speech and Language Therapy services.

Settings will follow the 'Assess-Plan-Do-Review' cycle, following specialist advice from the Speech and Language Therapy service and any other professionals involved. Progress will be reviewed at an agreed point by the child or young person's educational setting, involving the Speech and Language Therapist, parents and any other professionals working with the child for speech or language difficulties.

In reach support

The Centre's support with in-reach (settings visit the Centre and work collaboratively) as well as the outreach support as part of the targeted offer.

This is part of the effective work that will see the child transition back to their mainstream setting successfully at the end of the District Centre placement.

Admission Procedures

Applications will be considered at a termly Admission Panel meeting, this will be three times a year, and on a double district basis as part of LMG arrangements.

The Admission Panel will comprise of members of the LMGs and health representatives., as well as regional Head of Centre and LA reps.

Admission Panel will consider the needs of the children against specified entrance criteria from reception to year 5. Transition arrangements will be made for children to return to their educational setting and have monitored transitions to secondary provision.

Children will commence placement the term after the admissions Panel has met to make their decision.

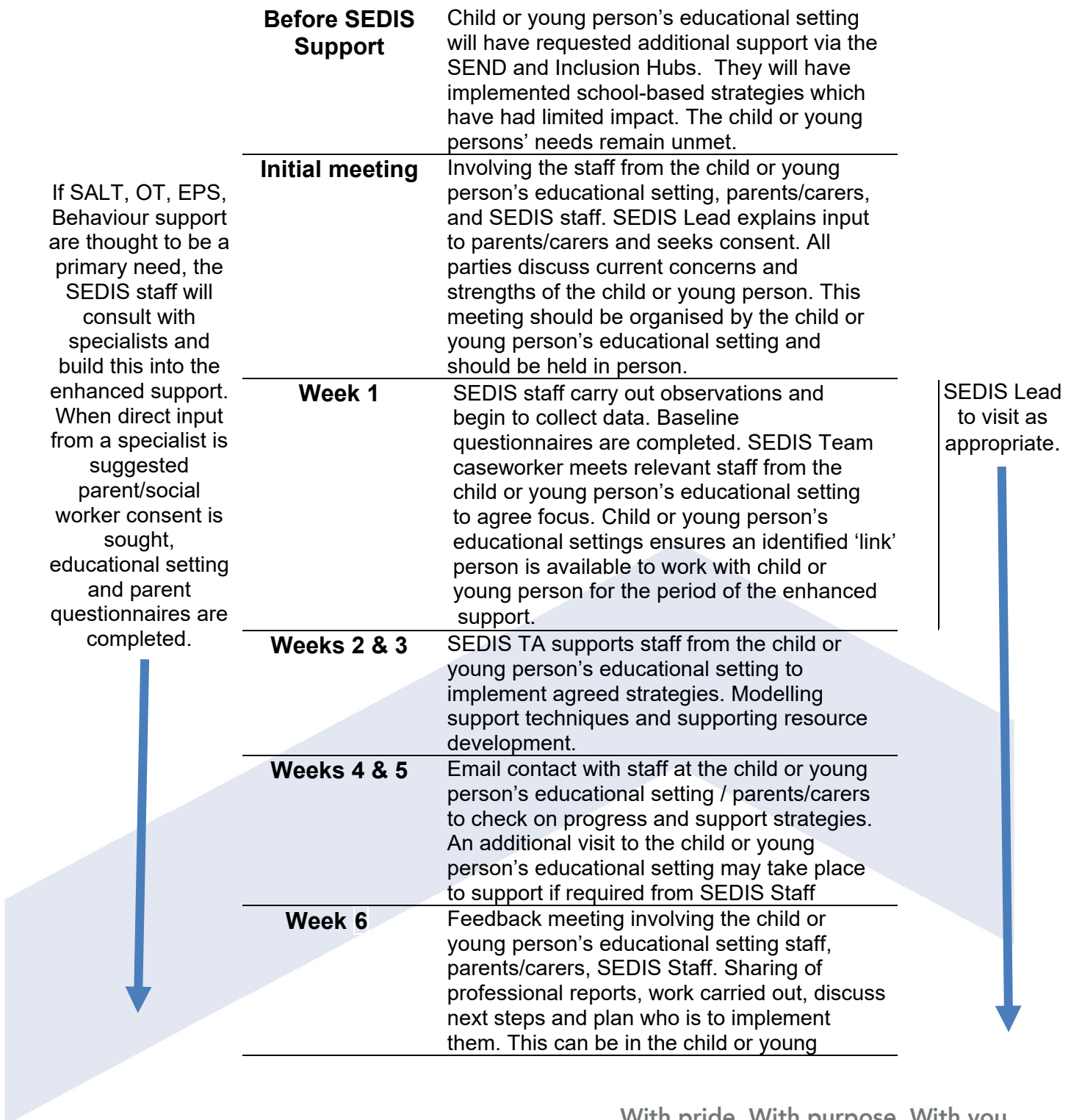
Pupils will be based at the District Centre on a part-time basis (2-3 days) and attend their educational setting for the other half of the week.

Pupils will remain on roll at their primary educational setting.

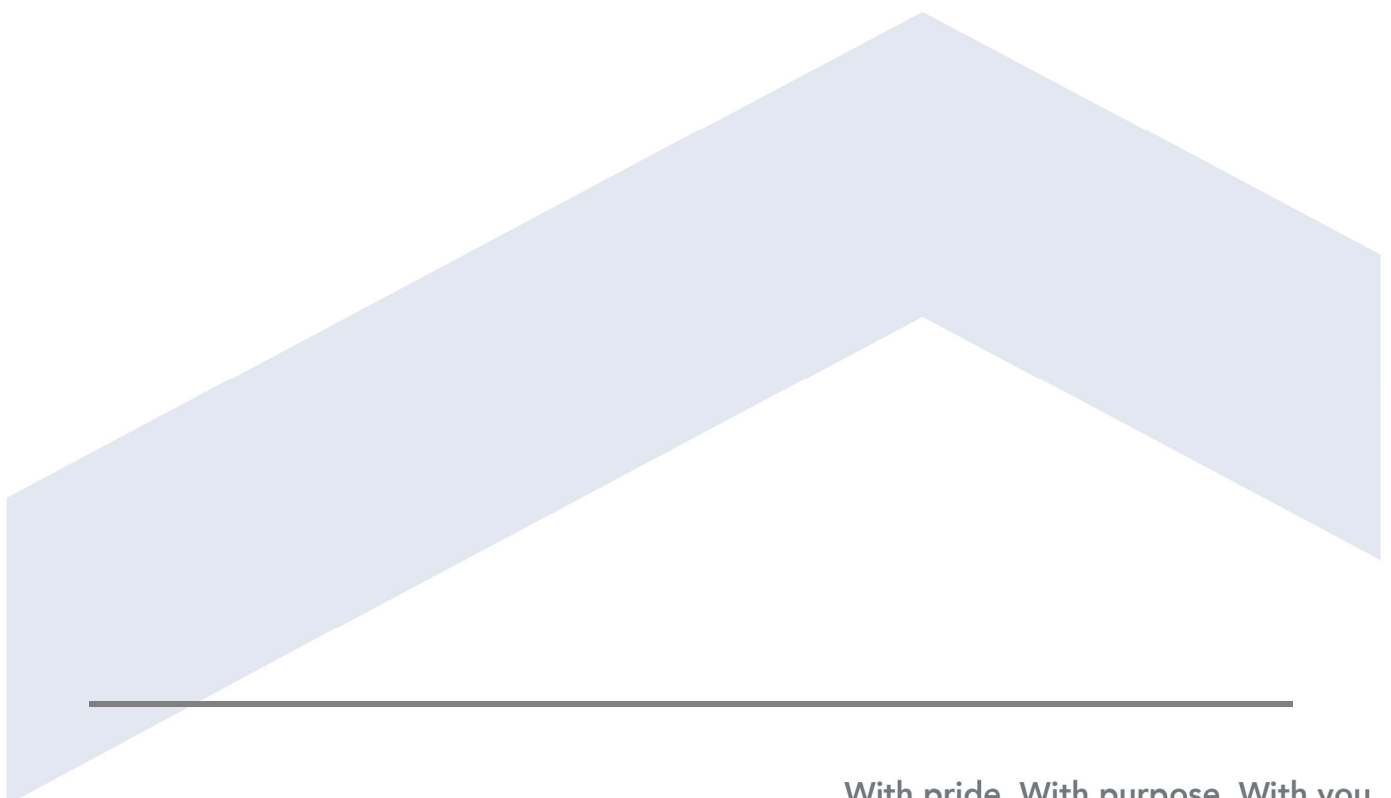
Appendix 1: Proposed 'Outreach' SEDIS Provision Flow Chart

The SEDIS staff will generally be in the child or young person's educational setting 2-3 times a week for the duration of the support. In addition to this, visiting professional's may be asked to support the educational setting. This will be jointly funded by the LA, via the District Locality Management Groups, and the child or young person's educational setting.

There is an expectation that the educational setting will have completed the 'Free' Relational and Restorative Practice training Offer.

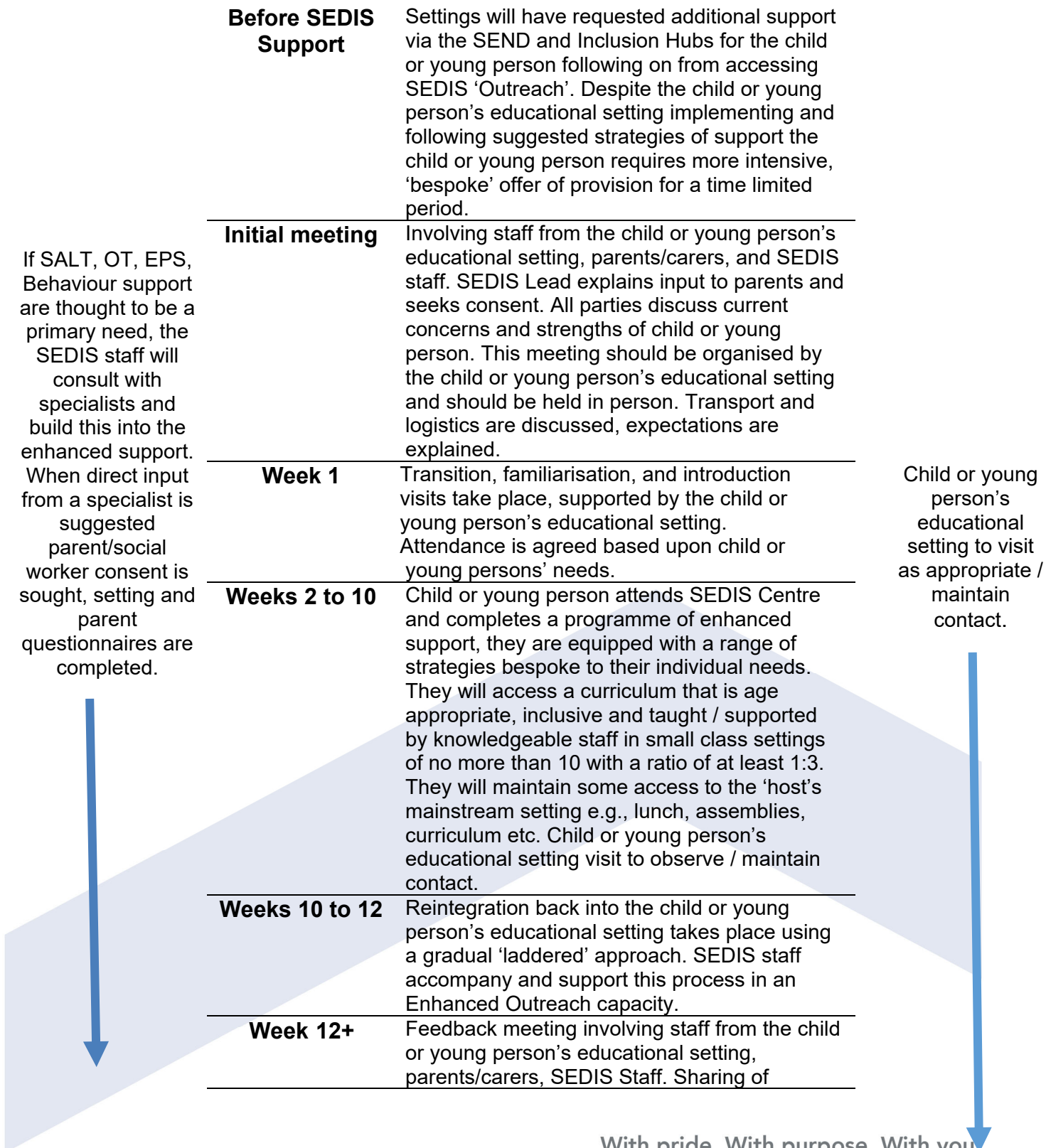


	person's educational setting or virtual. Exit questionnaires completed.
Week 6+	SEDIS Team available for ongoing remote support.



Appendix 2: Proposed 'In-Reach' SEDIS Provision Flow Chart

The Placement will usually last for up to 12 weeks, it may be full time or part time dependent upon needs. In all cases settings will have accessed the 'Outreach' offer of support. This will be jointly funded by the LA, via the District Locality Management Groups, and the and the child or young person's educational setting.



professional reports/advice, work carried out, discuss next steps and plan who is to implement them. Exit questionnaires completed. SEDIS Team available for Enhanced Outreach support if needed.

