



**Open Report on behalf of Heather Sandy, Executive Director – Children’s Services**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>17 June 2022</b>
Subject:	<b>Building Communities of Specialist Provision; Together in Lincolnshire - Update on Workforce Development Strategy</b>

**Summary:**

This report provides the Children and Young People Scrutiny Committee with an update on the progress made in the implementation of the SEND workforce development learning platform within the Building Communities of Specialist Provision Strategy.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to review and comment on the implementation of the SEND workforce development learning platform.

**1. Background**

- 1.1. In November 2018, the Executive granted approval to implement the Building Communities of Specialist Provision Strategy. Implementation of this strategy commenced in January 2019 and will take place over the next five years with the final school changes being made in September 2024.
- 1.2. Once fully implemented, the strategy will make significant changes to the existing special education provision, creating an integrated and sustainable school system where pupils can attend their nearest special school, confident that their education and health needs can be fully met.
- 1.3. The strategy will provide a locality-based, sector-wide approach to specialist education, which will enable all special schools to meet the wide range of needs of pupils within their local community.
- 1.4. The move to 'All Needs' specialist education in Lincolnshire, in line with the strategy, will undoubtedly present challenges for teaching and non-teaching staff as special schools accept pupils with a wider range of needs and greater complexities. In order to ensure special schools have a skilled and proficient workforce who can educate and support children and young people with the widest range of special educational

needs and disabilities (SEND), it is necessary to develop a consistent approach to training and development in this sector.

- 1.5. To address this and ensure the needs of the special school workforce can be met, a cross-sector workstream was established with representation from special schools, mainstream schools, Local Authority Officers, Third Sector providers, SEMH (Social, Emotional, and Mental Health) specialist schools and Educational Psychologists.
- 1.6. Co-designed and developed by the council and the special school leaders who make up the SEND Alliance, the Building Communities of Specialist Provision Workforce Development Service will provide an operational response to support the implementation of the overarching strategy.
- 1.7. The service will bring together in one place the commissioned and recognised professional development resources and training opportunities available to the county's professionals involved in the education of those with SEND. The resources and training opportunities provided by the service shall be easily accessible to all; ensuring pupils with SEND are supported by individuals who have access to the highest quality training resources so all student needs can be met.
- 1.8. Up-skilled staff will enhance the experience of pupils with SEND in mainstream schools, enabling them to remain in their local school and be educated alongside their mainstream peers. In order to enhance collaborative working across the sector, the SEND Alliance will also work as a support network which will enable staff to share valuable skills and knowledge to their mainstream colleagues, enhancing the mainstream skill set.

### **Workforce Development Learning Platform Delivery Model**

- 1.9. The workforce development learning platform was commissioned on 10 February 2022 via a Public-to-Public Collaboration Agreement, under Regulation 12(7) Public Contracts Regulations 2015 between Lincolnshire County Council (LCC) and Lincolnshire Wolds Federation, as lead agency for the SEND Alliance. This is because LCC has a statutory duty for the education and welfare of children in its area and an academy trust has a duty to provide education; the particular academy trusts within the SEND Alliance have developed SEND specialisms. Therefore, these parties can work together to share knowledge and develop the SEND workforce across the county, to the benefit of both special and mainstream schools.
- 1.10. The aims of the service are:
  - To develop a coordinated, sector-led approach to professional development to ensure all pupils with SEND can access a quality education in the right place, as close to home as possible.
  - To develop a learning offer which can provide all school staff with access to a training framework for SEND, mapping existing SEND training provision, across Lincolnshire, to ensure they are aligned to the proposed framework for Building Communities of Specialist Provision.

- To provide a learning offer which is easily accessible, affordable and available to all school staff from special and mainstream sectors to enhance their specialist knowledge of SEND.
- To provide appropriate information and signposting to parents and carers (and their advocates) to develop and grow their knowledge of SEND in supporting their children's needs.
- To utilise sector expertise in the development and "ongoing maintenance" of the learning model to ensure it continues to meet the requirements of the sector as pupil need and complexity changes over time.
- To recognise the excellent array of training and professional development already on offer to those working with children and young people with SEND by bringing together in one place a holistic and extensive training offer.
- Contribute to the establishment of a culture of SEND inclusion which is embedded in all aspects of school life through increased awareness and access to learning and development opportunities, alongside all other aspects of the county's SEND strategy including the High Needs Transformation.
- To work closely with other complementary services in Lincolnshire commissioned by the Customer to support in a holistic manner, the establishment of a culture of SEND inclusion.

1.11. The SEND Workforce Development Learning Platform will mirror the existing training platform provided by the Lincolnshire Safeguarding Children Partnership (LSCP) which has proved most successful in providing training, resources and support to all professionals with a responsibility for safeguarding children and young people. It will utilise the existing resource and be accessed in the same way, with individual logins allocated to education settings, other professionals, and parents and carers.

1.12. Agreements are in place between the SEND Alliance and LSCP to utilise its existing platform, and all requirements and regulations regarding Information Assurance and Governance have been addressed to ensure compliance.

1.13. The delivery model will be implemented over the next two years, with full sector-wide implementation in place by the end of summer term 2023.

1.14. Implementation timeline

Phase Ref.	Phase Description	Project Year
Phase 1	<ul style="list-style-type: none"> <li>• Set up and development of Service Resources</li> <li>• Testing of Service Resources on the LCSP LMS platform</li> </ul>	Year 1 (By end of summer term 2022)
Phase 2	<ul style="list-style-type: none"> <li>• Launch access and roll out of the Service Resources to special schools</li> <li>• Ongoing review and updating of Service Resources</li> <li>• Promotion and roll out of V-SEND Toolkit to Service Users</li> </ul>	By end of Year 1 (Feb 2023)

Phase 3	<ul style="list-style-type: none"> <li>• Launch access and roll out of the Service Resources to mainstream schools, other relevant SEND related professionals, parents/carers and their advocates</li> <li>• Ongoing review and updating of Service Resources to ensure accuracy and currency of offer</li> <li>• Interim evaluation</li> <li>• Ongoing promotion and championing of the V-SEND Toolkit to Service Users</li> </ul>	In Year 2
Phase 4	<ul style="list-style-type: none"> <li>• Sustainable transition to self-funding model (including roll out of the offer to Independent Schools)</li> <li>• Resources to ensure accuracy of information and currency of offer</li> <li>• Legacy/impact evaluation</li> <li>• Ongoing promotion and championing of the V-SEND Toolkit to Service Users</li> </ul>	In Year 3

1.15. In phase 1 (current), the SEND Alliance will prioritise content creation and launch of the online learning platform for all Lincolnshire special schools. Feedback from parents in the consultation process on the Building Communities of Specialist Provision Strategy showed they wanted reassurance that all special schools will have the necessary skills and access to CPD (Continuing Professional Development) in order to meet the wide range of needs schools will provide.

1.16. In Phase 2, the SEND Alliance will launch the online platform for all mainstream schools and academies in the county. During this phase, any special school completing and ready to meet a wider range of needs will be supported/continue to be supported to engage with the learning platform.

1.17. In Phase 3, the learning platform will open to parents and carers of children and young people with SEND along with their advocates/representatives and other interested stakeholders in the wider community.

1.18. In Phase 3, the service will transfer to self-funding, thereby negating any financial commitment from LCC. A sustainability plan has been established for this to happen.

1.19. The SEND learning platform forms part of the council's wider vision for SEND provision and as a result cannot be implemented in isolation of the council's SEND Transformation Strategy. The strategy has been designed to bring together all aspects of SEND provision to ensure children and young people can be educated in the right place at the right time, as close to home as possible. As a result, the SEND learning platform will also provide direct links to:

- The Valuing SEND Approach and Toolkit (V-SEND)
- Ask SALL Advice Line
- SEND Inclusion Toolkit

- 1.20. The V-SEND Toolkit is an integral part of Lincolnshire's strategy for identifying needs and monitoring progress of children and young people with SEND in education, and the learning platform will support its implementation and use in both special and mainstream schools.
- 1.21. This comprehensive approach to ensuring all those involved in the education of children and young people with SEND are sufficiently skilled to meet their needs can be seen in Appendix A. This diagram represents how the learning platform will support the transformational interventions being implemented by the council alongside the training and resources the platform will provide.
- 1.22. As can be seen from the diagram in Appendix A, the learning platform is tiered, with each level targeting a specific cohort of school staff.
- Introductory Level – providing learning support and resources for everyone in the school, irrespective of their role to ensure a minimum competency standard.
  - Tier 1 – providing learning support and resources for those who have more specific interaction with children and young people with SEND where their role allows them increased opportunity to adjust in their practice and/or environment.
  - Tier 2 – providing learning support and resources to those who require a greater depth of SEND knowledge as they have continuous and direct involvement in educating children and young people with SEND.
- 1.23. This tiered approach to training provides appropriately targeted access to a wide range of learning resources and training and will be available to all special school staff, both teaching and non-teaching. This is to ensure a culture of SEND awareness and inclusion is embedded in all aspects of school life.
- 1.24. The tiered approach utilises a wide range of learning methods (e-learning, technology, online resources and face to face training) to ensure equity and ease of access, in a geographically vast county. The induction level provides access to basic SEND awareness through online learning models, factsheets, other resources and signposting to existing free to access training. As staff progress through the tiers to enhance their SEND skills and knowledge, the learning modules would become more intensive and provide a greater depth of understanding.
- 1.25. It is important to acknowledge the excellent array of training and professional development already commissioned by LCC and also that which is available from other providers. The SEND Workforce Development Learning Platform intends to highlight, through signposting, high quality training already available and utilise the skills and expertise of the Lincolnshire SEND Alliance to create training provision where gaps have been identified.

- 1.26. Appendix B shows the areas of training which the workstream identified as essential for staff in special schools to be able to meet all needs. It presents the identified areas of learning, aligned with the four categories of SEND and the proposed learning methods
- 1.27. Where a training need has been identified but no training is available to address the needs, the SEND Alliance through Lincolnshire Wolds Federation have been commissioned as part of this service to develop and provide training and resources to meet this need.

## **2. Conclusion**

### **Key Achievements**

- 2.1 The workforce development learning platform was commissioned on 10 February 2022 via a Public to Public Collaboration Agreement, under Regulation 12(7) Public Contracts Regulations 2015 between Lincolnshire County Council and Lincolnshire Wolds Federation as lead agency for the SEND Alliance. Service Specifications have been approved and signed and contract management governance established.
- 2.2 Agreements are in place between the SEND Alliance and LSCP to utilise its existing platform and all requirements and regulations regarding Information Assurance and Governance have been addressed to ensure compliance.
- 2.3 The SEND Alliance has commenced development of the learning platform site and examples of the initial content, including screen shots of videos, can be seen in Appendix C.
- 2.4 The lead agency, Lincolnshire Wolds Federation, has engaged with sector experts as authors to develop the content for the induction and tier 1 levels as per the requirements for Phase 1 of the project.
- 2.5 Authors have been instructed from the following sectors:
- Educational Psychologists
  - Therapy Services
  - Intensive Interaction
  - Nuture UK
  - Education Endowment Foundation
  - LEAD Hub
  - Bishop Grosseteste University
  - Lincoln University

2.6 In development of the Induction Tier, authors are currently developing training content for the following learning areas:

- Respecting individuals
- Working with professionals
- Types of SEND
- SEND Code of practice
- The neurotypical child

2.7 In development of Tier 1 learning, authors are currently developing training content for the following:

- Intensive Interaction
- Lego therapy
- Friends programme
- Emotional Literacy Support Assistants programme
- Sensory Integration – working with NHS / LCC colleagues within the Sensory Processing Difficulties Working Group
- Restorative approaches
- Trauma informed / attachment

2.8 Deployment agreements have been issued by the Lincolnshire Wolds Federation to all collaborating parties and agreements are in place.

2.9 Video resources have been developed as tasters to start to promote the service on Twitter, with over 100 views each, on the following types of need:

- Rare chromosome disorders
- Attention Deficit Hyperactivity Disorder
- Fragile X Syndrome
- Autism Awareness
- Trauma and Attachment
- Premature birth
- Sensory impairment
- Cerebral Palsy
- Hearing impairment
- Visual impairment

2.10 Tasters shared via social media, primarily Twitter have attracted significant attention with 387 followers and an average of 1,166 views per video. Images of these can be viewed in Appendix C.

2.11 The first phase of content will be available during May half-term to commence quality assurance, with initial upload being completed in June 2022.

### 3. Consultation

#### a) Risks and Impact Analysis

Risk and Impact Analysis completed as part of the Building Communities of Specialist Provision Strategy.

Live risk and impact log held by Project Office.

### 4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Building Communities of Specialist Provision Strategy - SEND Workforce Development Learning Platform Delivery Model
Appendix B	Workforce Development Learning Platform Content Summary
Appendix C	Sample Content for Learning Platform

### 5. Background Papers

Document title	Where the document can be viewed
Building Communities of Specialist Provision; Together in Lincolnshire Strategy	Available via email from Programme Manager <a href="mailto:Eileen.mcmorrow@lincolnshire.gov.uk">Eileen.mcmorrow@lincolnshire.gov.uk</a>
Building Communities of Specialist Provision; Together in Lincolnshire Strategy Service Specification	

This report was written by Eileen McMorow, who can be contacted on 01522 552632 or [Eileen.mcmorrow@lincolnshire.gov.uk](mailto:Eileen.mcmorrow@lincolnshire.gov.uk).