Guernsey and Alderney SEND Review

- nasen February 2021

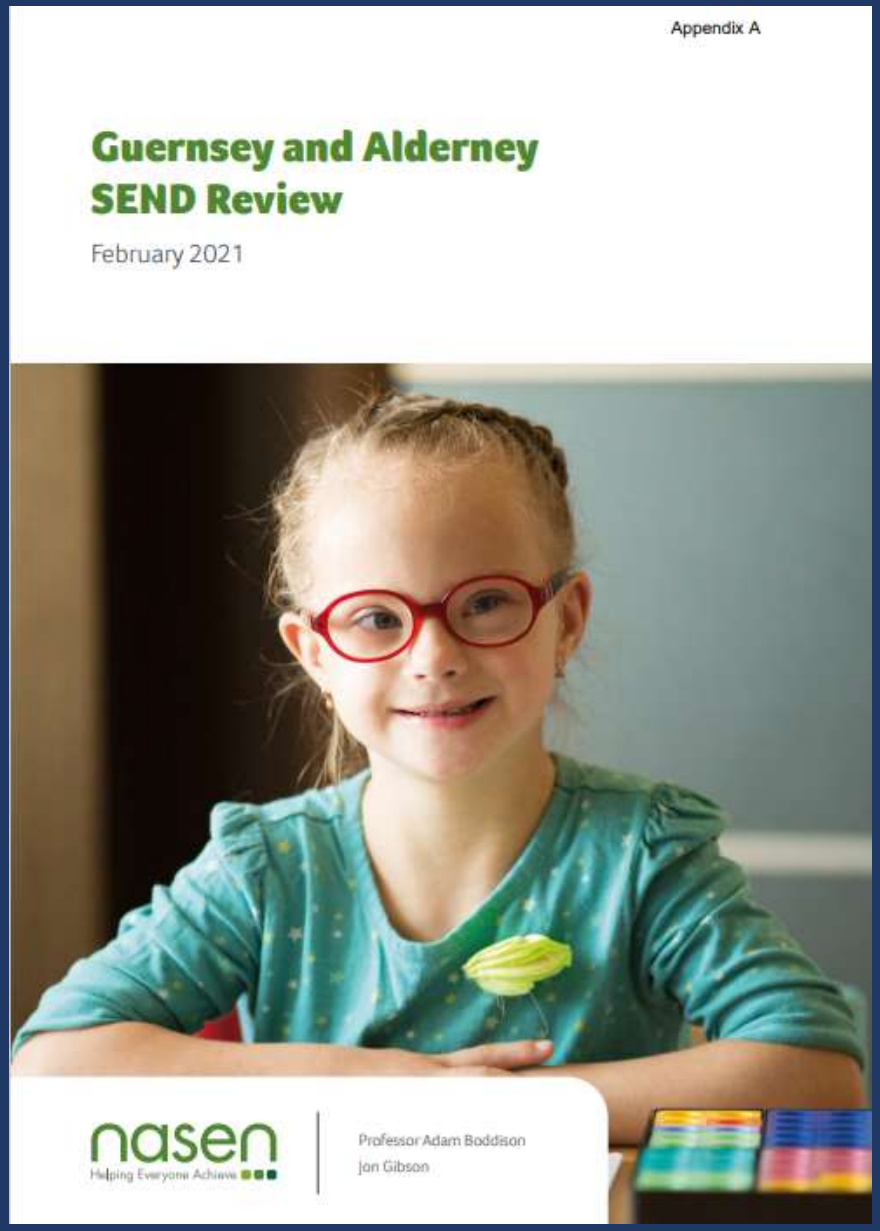
Presentation by:
Carol Le Page – GDA
Catherine Hall – GDA
Nick Hynes – Education Sports and Culture (ESC)

Introductions

Carol Le Page – GDA, Social Policy Director

Catherine Hall – GDA, Co-optee on Education, (Also Chair of the National Autistic Society Guernsey)

Nick Hynes – ESC Head of Inclusion and Services for Children & Schools



https://www.gov.gg/SEND-Review

Objectives

Understanding what SEND is and what it isn't – Carol

How education and SEND fits in with the UN Convention on the Rights of Persons with Disabilities (CRPD) – Carol

Understand the history of the review – Nick

Understand what has been recommended – Nick

Q and A session **(ALL)** to:

- Consider which recommendations the GDA agrees with
- Consider what if anything is missing or needs modifying for Guernsey
- Decide what other information members want and from whom
- Consider how the GDA / members can help to implement recommendations we agree with

Understanding what SEND is and what it isn’t – Carol

Definition (no definitive definition)

SEND - special educational needs and/or disabilities

A person has SEND if they have a learning difficulty or impairment (not necessarily an intellectual impairment) and their needs are not met by the ordinarily-available provision for their age.

Characteristics

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has an impairment whereby the ordinarily provided facilities create a barrier to their learning

Examples

Children and young people (0-25 years old) with impairments such as:

- Dyslexia
- Down syndrome
- Spina bifida
- Non-diagnosed learning difficulty (may be for a shorter time) etc.

Non-examples

- Speaking English as an additional language
- Corrected vision (e.g. wearing glasses / contact lenses)
- Social services involvement
- Behavioural issues – (grey area as many behavioural issues are due to SEND)

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How education and SEND fits in with the UN Convention on the Rights of Persons with Disabilities (CRPD) – Carol

UN Convention on the Rights of Persons with Disabilities (CRPD)

- introduced to change attitudes and approaches to persons with disabilities
- provides movement from viewing persons with disabilities as “objects” of charity, to “subjects” with rights
- human rights instrument with an explicit, social development dimension
- provides broad categorization of persons with disabilities
- reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms
- clarifies and qualifies how all categories of rights apply to persons with disabilities
- identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights

https://youtu.be/PgQnLXazdSg

UNCRPD Article 24 – Education

States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an **inclusive education system** at all levels and lifelong learning directed to:

a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

c. Enabling persons with disabilities to participate effectively in a free society.

What is an Inclusive Education System?

An inclusive education system is one that accommodates all students whatever their abilities or requirements, and at all levels – pre-school, primary, secondary, tertiary, vocational and life-long learning.

It is important to understand what is and is not inclusive education:

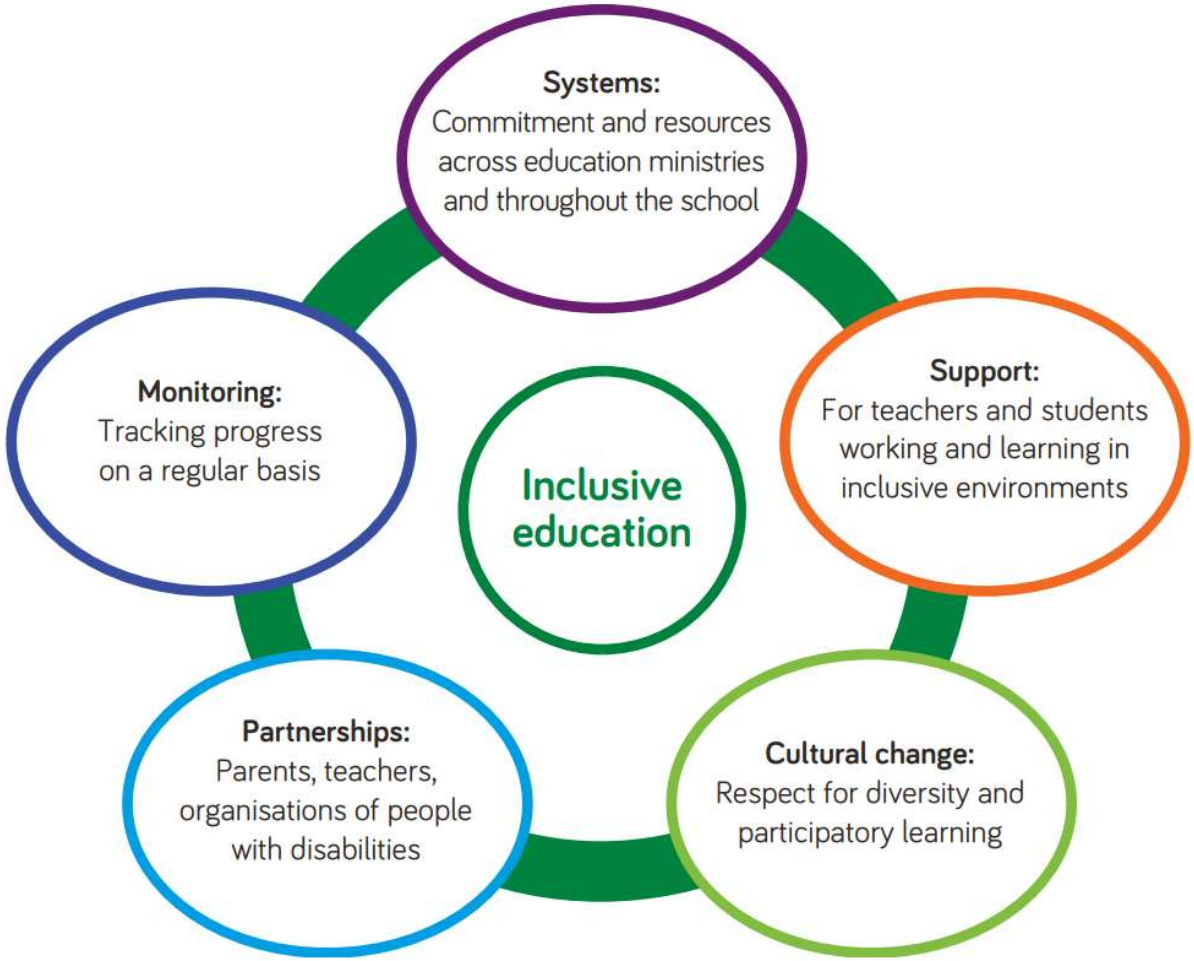
Exclusion: students with disabilities are denied access to education in any form.

Segregation: education of students with disabilities is provided in separate environments designed for specific, and in isolation from students without disabilities.

Integration: placing students with disabilities in mainstream educational institutions without adaptation and requiring the student to fit in.

Inclusion: education environments that adapt the design and physical structures, teaching methods, and curriculum as well as the culture, policy and practice of education environments so that they are accessible to all students without discrimination. Placing students with disabilities within mainstream classes without these adaptations does not constitute inclusion.

It requires change to:



Right to Education and Other Human Rights

SCHOOL
RESOURCE CENTER
SCHOOL PSYCHOLOGIST
TEACHER

Guernsey and Alderney
SEND Review

February 2021

nasen
Helping Everyone Achieve

Professor Adam Boddison
Jon Gibson

nasen
Helping Everyone Achieve

SEND Review Feedback

GDA Briefing

28th April 2021

Purpose of the briefing

- Update members regarding SEND Review
- Share overarching themes and recommendations
- Share next steps
- Answer any questions

Purpose of the SEND Review – 'why?'

01 To ensure that learners (children and young people) with SEND benefit equally from the evolution of educational provision

02 To sustain high expectations for learners with SEND

03 To ensure that future provision is effective in supporting learners with SEND to achieve their evident and latent potential

"The SEND Review has been designed to provide independent insights into current provision and to make recommendations on the arrangements for future provision."

Scope of the SEND Review – 'what?'

01

Establish the extent to which provision within all education settings is **successfully and consistently meeting SEND learner requirements at every level** and at each phase of States-funded education.

02

Explore the nature and **sufficiency of resources and funding arrangements** for learners with SEND including **how efficiently these are used** by schools and services across Guernsey & Alderney to meet the needs of learners and their families.

03

Engage collaboratively with children with SEND and their families, partner agencies and third sector organisations; **enabling them to have an input** into reviewing current provision and scoping future provision.

04

Examine the **quality of training and support** for teachers and other professionals who work with learners with SEND and their families and the **extent to which this improves the offer** that learners receive in their various educational settings.

05

Assess the quality of the governance and partnership arrangements that exist to promote and assure the best outcomes for learners with SEND including an evaluation of the impact that third sector contracts/service level agreements have on the outcomes of vulnerable learners.

Where are we now?

- The SEND Review commenced in early 2020 and was due to have concluded by the end of the 2019/2020 academic year.
- The impact of COVID 19 meant that timescales and delivery models were revised; all review activity with exception of onsite visits transferred to remote delivery.
- The Committee were provided with a final report end February 2021.
- The Review lays out eighteen recommendations for Guernsey and Alderney; all of which the CfESC has reviewed and agreed to accept.
- Of these recommendations, twelve sit firmly and exclusively within the mandate of the CfESC and the others rely on a broader cross government approach.

The Report - nasen

Helping Everyone Achieve

"It is acknowledged to be clear that the global pandemic prevented the review team from visiting schools and settings as part of the SEND Review.

However, it is important to be clear that this has had a minimal impact on the findings and recommendations.

The multi-faceted design of the review and the consensus of findings across multiple sources provides a significant level of robustness to the recommendations, which means that they are highly unlikely to be significantly affected by any findings from visits to schools and settings."

Executive Summary

"The SEND Review identified that there is substantial effective practice happening to support learners with SEND across Guernsey and Alderney. However, this practice is not consistent everywhere and so the experience of learners and their families can vary significantly. There are several contributing factors to the inconsistency, including a lack of systematic and strategic collaboration between services and an over-reliance on the good-will of key individuals."

Strengths of Existing Effective Provision

- The quality of the Educational Psychology Service
- The role of third sector organisations in providing professional development and support
- The effectiveness of the school-based Inclusion Outreach Team
- The accurate identification of sensory impairment in the early years
- The quality of provision in specialist settings, including special schools and resource bases
- The influence of individual advocates for inclusion, who have gone the ‘extra mile’ to ensure the required provision is in place
- Meaningful coproduction with families
- Early identification of SEND

Summary of Qualitative Responses

- Learners with SEND really appreciate it when their teachers understand and adapt to their needs.
- The value of play and friends to learners was very high.
- Once *"in the system"* many families were happy with quality of provision provided.
- Some learners said their voice was sometimes replaced by their parents' voice.
- Some concern was raised that the quietly-coping learners with SEND may be coasting.
- Although there is not a systematic bullying issue - several learners with SEND report that they are bullied, and that this is not consistently taken seriously within their settings.

Summary of Qualitative Responses

- There was sometimes a conflation of behaviour management and SEND provision with SEND seen by some as managing *“difficult”* or *“challenging”* learners.
- *“Those with the strongest/loudest voices get the most attention*” was a common response from learners and their families.
- Joint working with parents and transparency of decision-making processes should be a focus.
- Support for parents to develop an understanding of their child’s needs is seen as lacking.
- The lack of awareness of needs for specific individual children within the classroom was raised.

The 18 Recommendations

Immediate

Work on implementing these 5 recommendations should begin now.

Short Term

The implementation of these 8 recommendations should begin within 12 months.

Medium Term

The implementation of these 5 recommendations should begin within 3 years.

Immediate Recommendations

1. Instigate a more nuanced approach to the collation and analysis of data in relation to the prevalence and distribution of SEND. This includes, but is not limited to:
    - comparisons of academic progress and attainment between learners with non-cognitive SEND and those without SEND, as well as
    - comparing outcomes by area of need.

    A broader notion of outcomes should also be introduced to ensure that outcomes are meaningful for learners across the full spectrum of needs, for example the extent to which learners are appropriately prepared for adulthood.

    Ensure that these analytics are used to target resources and to inform strategic decision making.

Immediate Recommendations

2. Clarify the diagnostic pathways for autism and ADHD, and ensure the retention of an on-island Clinical Lead so that the ASD diagnostic service is able to become sustainable within Guernsey and Alderney.

3. Ensure the multi-agency approach to transition between schools and further education is equally effective for all learners with SEND, irrespective of whether or not they have a Determination of SEN.

4. Service Level Agreements should consistently be in place with all third sector providers, with a common understanding of expectations in relation to provision and impact.

5. Ensure that existing anti-bullying initiatives have a sufficient focus on SEND and inclusion.

Short Term Recommendations (within 12 months)

6. Provide a clear and unambiguous expectation of the 'ordinarily-available provision' in schools.
   - This should provide absolute clarity for families, school leaders and teachers on what should routinely be provided in school and what might be provided centrally from other services.
   - Explicit within these expectations should be that 'every teacher is a teacher of learners with SEND' and 'every leader is a leader of SEND'.

7. Build capacity in the workforce through a substantial and ongoing programme of professional development, with a particular focus on SENCOs, teachers, leaders and LSAs.
   - This will build on work that has already begun in this area for SENCOs.
   - As part of this capacity-building programme, the status and impact of LSAs should be improved through specialist accreditation and more effective deployment.

Short Term Recommendations (within 12 months)

8. Ensure that coproduction with families is embedded in every part of the SEND system from identification through to provision.
   - A particular focus should be placed on improving parental partnerships at the 'entry-point' of the system to address misconceptions and establish a common understanding of expectations.

9. Expand the age-range for access to SEND provision from 5-18 to 0-25. Introduce targeted strategies to support the early identification of SEND and preparation for adulthood.

10. Ensure that each school has a full-time SENCO (i.e. non-teaching) who is part of the senior leadership team.
    - Where appropriate, an Assistant SENCO or administrative support should also be put in place.
    - The SENCO should play a key role in the development of universal provision and in ensuring the accurate and timely identification of SEND.

Short Term Recommendations (within 12 months)

11. Introduce a real-terms year-on-year increase to the overall level of resource for SEND and inclusion aligned to the raised expectations of universal provision and the broadening of provision to include learners with SEND from 0-25.

12. Adapt the Guernsey Young People's Survey so that it has a stronger emphasis on SEND and inclusion.
    - As well as additional questions, the analysis across all areas of the survey should consider differences between young people with SEND and young people without SEND.

13. Consider commissioning regular external SEND reviews at school and setting level to provide a more granular insight into inclusion in practice.

Medium Term Recommendations (within 3 years)

14. Using the established ordinarily-available provision as the baseline, establish a strategy for a staged-elevation of the level of universal provision over time to improve the overall inclusivity of the education system.
    - The strategy should be based on the evidence and the five headline recommendations in the Education Endowment Foundation report: SEN in mainstream schools (EEF, 2020).
    - SENCOs and specialist providers (including schools, services and the third sector) should be central in driving this forwards.

Recommendation 1	Create a positive and supportive environment for all pupils, without exception
Recommendation 2	Build an ongoing, holistic understanding of your pupils and their needs
Recommendation 3	Ensure all pupils have access to high quality teaching
Recommendation 4	Complement high quality teaching with carefully selected small-group and one-to-one interventions
Recommendation 5	Work effectively with teaching assistants

Medium Term Recommendations (within 3 years)

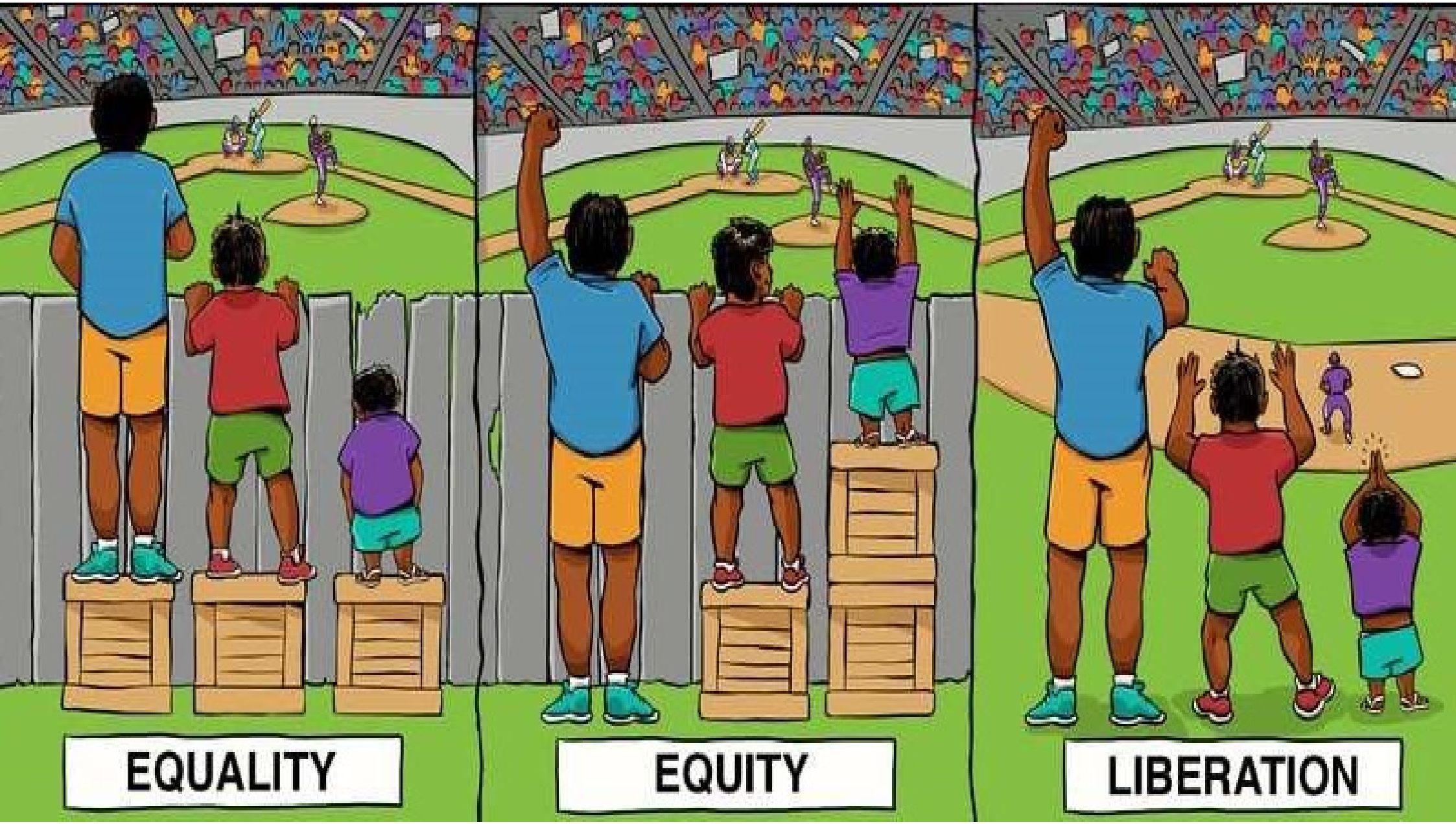
15.There should be greater strategic and operational alignment between Education Services and Health and Social Care Services.

- Where appropriate, teams should be co-located and budgets should be pooled to improve efficiency and to improve the experience of families.

16.Update the SEN Code of Practice to reflect the latest available evidence on what works and the renewed commitment to inclusive and effective SEND provision.

17.Education Service leaders should work with Ofsted to ensure that school inspections and the subsequent reports include an appropriate emphasis on SEND and inclusion.

18.Introduce a SEND governance function to all schools and settings to provide independent and specialist support and challenge.


EQUALITY
EQUITY
LIBERATION

Timeline and next Steps

- Inclusion into GWP
- Develop an action plan for each key recommendation
- Develop multi-agency working groups for specific key recommendations: e.g.

-Code of Practice

-Local Offer; ‘Ordinarily Available’

-Parent Partnership and co-production

-Transition at all stages

- Set up governance arrangements to monitor and track progress
- Quarterly reporting to Committee
- Gain clarity from ‘partner’ committees re: 0-25, SENCo, multi-agency working, integrated services through political/officer working group

Question and Answer Session - All

1. Consider which recommendations the GDA agrees with
2. Consider what if anything is missing or needs modifying for Guernsey
3. Decide what other information members want and from whom
4. Consider how the GDA / members can help to implement recommendations we agree with

Thank you
Questions