

High Needs Block Recovery Plan Summary

Initiative	Lead	Revised RAG	RAG	Summary Comment
<p>Dyslexia friendly schools</p>	<p>Ian Abbott</p>	<p>On-track</p>	<p>On track</p>	<p>On track: We have delivered 18 (3 hour) sessions of 1ary and 2ary training (last session 02/02/2021). Next steps instructions given and six month priorities, relating to school policy amendments, continuing audit and action planning. Some activity (e.g. work with teachers, learning walks) delayed but we have supplied list of activities that can be carried out during lockdown. Establishing a virtual DFS network meeting, to support schools in keeping going. Sharepoint site now up and running as depository for training but will be used to upload/download resources and good practice ideas. Savings relate to 'non-use' of specialist placement so difficult to quantify at this stage (and especially since scheme envisaged SSENS work within schools, identifying CYP at pre-statutory stages, and supporting to stability - unable to do this given current ways of working). Main priority is to support schools, or those not engaging with training (more information to follow) but need to accept inevitable consequences of pandemic.</p>

<p>Inclusion and school effectiveness project</p>	<p>Louise Lewis & Cate Mullen</p>	<p>On-track</p>	<p>Delayed</p>	<p>Covid has meant engagement for much of the work has been paused. The Ordinarily Available provision (OAP) work to be in place 1st September 2021 will be part of this - there is a clear plan to develop and roll this out beginning March 2021. As part of AIMs (Area Inclusion Meetings) work with Vicky Dunncliffe, a repurposed TAS approach through AP, will also add to the early help and support model focused on identifying those at risk of exclusion and a exclusion prevention pathway in conjunction with BSS would go some way towards a different approach. New savings will need to be identified for this section.</p>
<p>ELP & Resource Bases</p>	<p>Cate Mullen & Alison Enever</p>	<p>On-track</p>	<p>Delayed</p>	<p>Ongoing work with internal and external partners to look at existing provision and to engage in discussions with schools and settings who express an interest in developing or extending SEND provision. Work underway to support Age Phased Transfer (APT) 2021 with additional support for ELPs. Recent commencement of work with SS and RB/ELP representatives to develop work in relation to QA and moderation of provision.</p>
<p>SEND Assessment & EHCP</p>	<p>Cate Mullen & Tim Morgan</p>	<p>On-track</p>	<p>Delayed</p>	<p>Work in relation to EHCNA panel process and pathway commenced February 2021.</p>

Independent Special School Review	Lisa Fryer	On-track	On track	Clear gap in terms of in-county SEMH provision identified. No Primary SEMH provision is in place although new Free School in the South will bridge some of the gap. This has resulted in costly ongoing ISS solutions having to be found. Gap in ASD (higher end needs) provision. Ongoing work with Social Care Teams is underway, reviewing Post 16/19 YP in ISS to expedite routes into adulthood.
Post 16 Transition	TBC		Delayed	Resource is being identified for this work. The FACT funding will support this. The work will be aligned to the Pathway for Adulthood strategy.
SEND Alternative Provision Project	Vicky Dunncliffe	on-track	Delayed	Plan has been revised due to Covid 19 and has experienced some delay.
Early Intervention Project	Angela Everett	on-track	On track	HELM dates in place, multi agency sign up x 4 areas across county, cases are coming through to be discussed at HELM, DSC/Portage referring through HELM, key data will be collected and collated to feedback into education outcomes meeting. HELM wave 1 & 2 completed, now in wave 3, approx 98 children discussed so far, supports very good early intervention, difficult time for EY re COVID, children not having the same experiences in settings, settings feel supported and valued, positive feedback from health, one referral point able to put in task for other services, e.g physio at the meeting, interpreter through HV, support from DSC /portage goes to school referrals, need to ensure HELM is not a barrier for EHCA.