

## **SENCO Briefings Valuing SEND**

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# Valuing SEND | Introduction

In 2019, with support and contributions from education settings, local professionals and parents/carers, the Valuing SEND approach and tool was developed by 3 local authorities with IMPOWER.

It has since been trialled in over 13 local authorities, including Hertfordshire.

The shared **ambition for Valuing SEND** is to:

- Improve children's **long-term outcomes and inclusion**
- **Improve the experience** of families and professionals across the system.

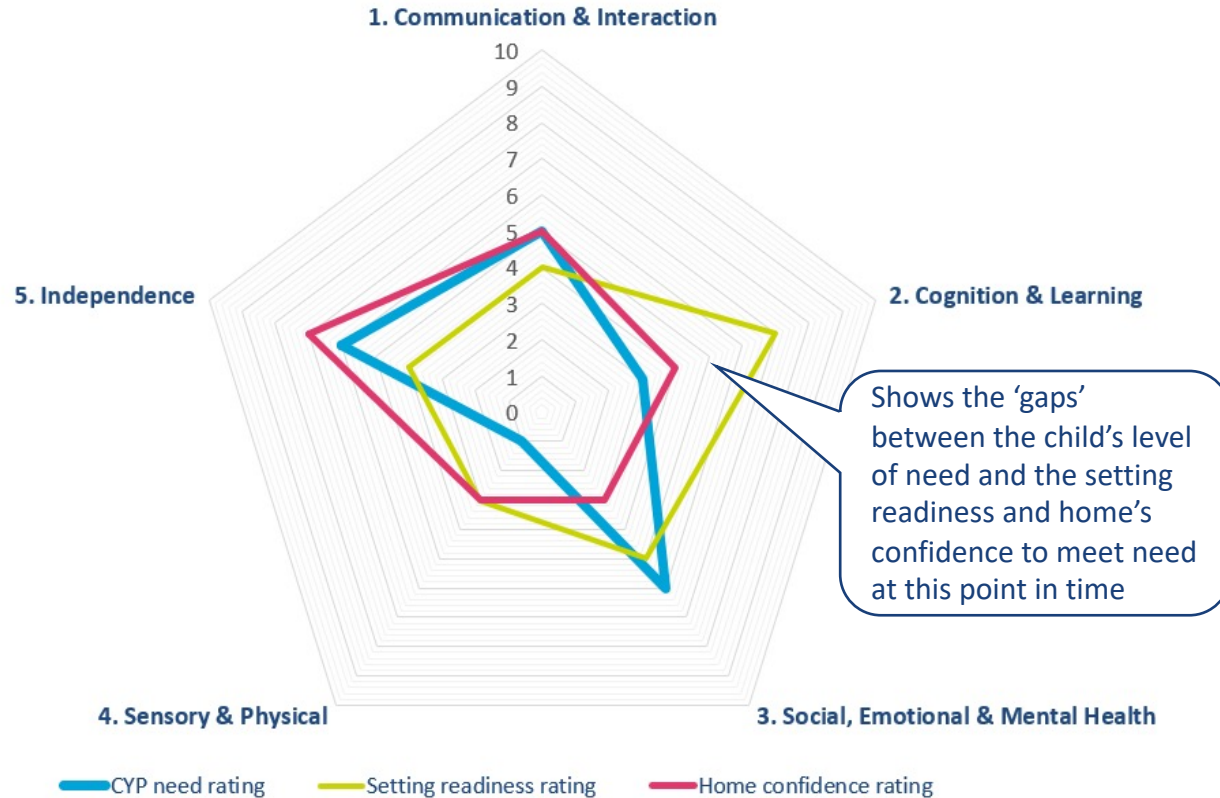
**Valuing SEND** aims to achieve this by:

- **Developing a single, rounded picture of the needs of children and the support they need to succeed and prosper** within and outside of their education - from birth to adulthood (across early years, primary, secondary, special and post 16 education).
- **Using this as the foundation for planning and commissioning of support**, monitoring of progress and evaluation of support at a child and cohort level, and to enable earlier and more co-ordinated intervention.

# Valuing SEND | A clear and holistic view of a child or young person's needs

The tool produces an 'at a glance' radar chart which maps:

- The **readiness of the educational setting** to meet needs across the 5 domains
- A **child or young person's needs** across 5 key domains – cognition and learning, communication and interaction, sensory and physical, social emotional and mental health and independence
- The **confidence of the home environment** to meet needs across the 5 domains



# Valuing SEND | Promoting Inclusion using a whole school approach

## School Staff use Valuing SEND when:

- Greater access to curriculum and school life is needed;
- Graduated response is required;
- An EHC Plan is in place;
- Child or young person is in transition between phases and/or moving into Adulthood;
- Interventions are being reviewed at SEN Support or in EHCP implementation (including Annual Reviews);
- A child or young person with SEN is at risk of exclusion.

## In these cases, Valuing SEND can:

- Improve quality of conversation around need.
- Inform levels of support and changes to interventions
- Guide discussions with child and young person
- Demonstrate progress to child and young person
- Enable parent and professionals to discuss child and young person's needs and progress
- Support requests for advice from ISO and specialist services
- Inform support through observations, learning walks and moderation activities

# Valuing SEND | Summary Feedback

We have received a range of feedback on the approach from education settings, partners and the local authority in Hertfordshire.

*"This tool is exciting! VSEND doesn't demand too much information and can be done through a rating. I want it rolling out across Hertfordshire now."*

Head of Early Years

*"The parents suggested some different interventions we could try and school that work at home so that's our next plan of action!"*

SENCo

*"I completed VSEND with a parent who was so overwhelmed and emotional as it was the first time they'd heard that they were offering the right support at home for their child/young person."*

SENCo

*"VSEND confirmed my thoughts about further provision I needed to implement in my school – I am going to hire a Speech and Language Therapist to help my pupils better."*

Headteacher/SENCo

*"I really like how the VSEND tool works and is laid out, I think it would very beneficial in schools for screening, early intervention and targeted approach for support."*

- Parent/carer

*"It has been a privilege to be part of this trial, thank you. I will fully embrace using this in my setting and I look forward to seeing this grow within Hertfordshire and hope that it improves what Hertfordshire offers."*

- SENCo

*"Simple... yet so powerful. Generates fantastic conversations from one sheet of paper."*

Headteacher

# Valuing SEND | Inclusion, Quality and Development Tools

**VSEND** –whole school approach to support all professionals to deliver agreed interventions as set out in Setting Readiness.



VSEND whole school Setting Readiness data available on all settings and schools integral to **Benchmarking and Planning** process – and supports development and training needs as well as sharing best practice.

**VSEND** approach applied throughout **Assess, Plan, Do, Review** process – determines individual need as matched against Setting Readiness (radar) and identifies interventions required. Allow progress to be monitored through changes in rating – at child-level, school-level and county level.



**Goal Based Outcomes** and Home Confidence enable holistic approach and ensure children and young people and their families are at the centre of the SEND process .



VSEND informs referrals to specialist SEND Services, **Ask SALI** and requests for EHCNAs.



VSEND embedded in LA decision making processes, including the application of **Description of Needs and Provision** process when ECHNA agreed.

# Commitments

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## In terms of commitment, participants will:

- Attend training on how to use the tool and complete Valuing SEND (approx. 1h 30). After the training:
  - Each school will complete 1 setting readiness radar chart;
  - Each setting to complete a number of individual children's needs profiles – specific numbers will be discussed and agreed;



## IMPOWER will:

- Complete training
- Provide guidance material
- Support DSPL Leads oversight and reporting

# Valuing SEND | Next steps

## This half term:

Sharing the tool at SENCO briefings and other appropriate meetings

Organising training sessions for schools (many sessions over 2 -3 weeks)

Planning for targeted activity - agreeing focus areas, identifying settings

## Next half term:

Targeted activity (e.g. Phase transfers, Early Years transition)

Integration into processes

Ongoing support available to settings to support use of VSEND

# Any questions?