

Schools Forum Meeting Agenda

Thursday, 22 June 2023 at 9.00 am
to be held in Teams - Virtual

Membership

Stewart Biddles
Lisa Finn
Steven Hulme
Stuart Bellworthy
Mike Lock
Clive Star
Jim Piper

Tim Stephens
Jayne Jones
Steve Margetts
Alex Newton
Sarah Tomkinson
Kelly Sooben

1. **Apologies/Changes to Membership**
2. **Minutes of the last meeting** (Pages 2 - 5)
3. **Financial Report** (Pages 6 - 10)
4. **Torbay Safety Valve agreement** (Pages 11 - 25)
5. **6th Day Provision** (Pages 26 - 27)
6. **Educational Psychology New Ways of Working** (Pages 28 - 34)
7. **School Forum Briefing**
Verbal update
8. **Future meeting dates**

*For information relating to this meeting or to request a copy in another format or language please
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Minutes of the Schools Forum

4th May 2023

-: Present :-

Stuart Biddles (Chair) Primary Academy Rep; **Tim Stephens**, Primary Academy Governor; **Alex Newton**, Secondary Maintained Head; **Stephen Hulme**, PRU; **Mike Lock**, Special Schools Head; **Sarah Tomkinson**, Primary Maintained Head; **Clive Star**, Secondary Academy Governor

Also in attendance:

Rachael Williams, Assistant Director for Education, Learning and Skills; **Dan Hamer**, Head of Vulnerable Pupils; **Hannah Spencer**, Head of SEN and Inclusion; **Michael Freeman**, Clerk

1. Apologies/Changes to Membership

Apologies were received from Stuart Bellworthy, Jim Pipier, Jayne Jones, Steve Margetts, Kelly Sooben and Lisa Finn.

Officers Nancy Meehan, Malcolm Coe and Rob Parr also sent apologies.

2. Minutes of the last meeting

Minutes of the meeting held 20th April 2023 were approved as a true and accurate record.

3. Torbay Mediation Service

The Forum heard from Dan Hamer, Head of Vulnerable Pupils, on the future of the Torbay Mediation Service. Whilst the service was initially started to help where communication between parents of children at risk of exclusions and schools has broken down, it is increasingly being used as an attendance response. This has meant that the current provider of the service doesn't feel they want to continue with the role.

Dan felt that by stepping up at the school attendance support service and the conversations we've had around the definition of education, neglect and the early help response to that, that we're in a better place to provide services through existing schemes and therefore there is no longer a need to have a bespoke mediation service.

Conversations have been held with Jo Curtis, and there is some pot of money in her charitable work to consider stepping up a very similar service, but through the Voluntary and Community Sector that would be funded through the 3rd sector, not through Schools Forum, potentially leading to a saving to the LA of £30,000.

After discussion, a vote was held on whether to cease the service in its current guise, with results as follows:

To cease the Torbay Mediation Service:

For: 7

Against: 0

Abstain: 0

After this decision, discussion then moved on to what to do with the funding. Stewart asked if the savings would go straight into the DSG management plan. Rachael explained that it would take away potentially some of the pressures we may experience coming through our budget savings. It was then asked if the savings could be used to support the attendance work, Rachael said that the family hubs does come with some funding, however if the family hubs wasn't able to deliver an attendance service, it could be a decision we could revisit in-year.

4. Element 3 Funding Pilot

Rachael informed members that a funding pilot has been commenced looking at how element 3 has been allocated, after exploring different models that exist in other local authority areas. The decision was made to pilot what Islington, our sector led improvement partner, uses. It is felt that this method aligns with our vision of SEND around meeting children's needs rather than placing children into bands or categories, and that actually this is about individual children's needs and assigning funding in that mechanism. Rachael stressed that no decisions on whether it's implemented have been taken. Those decisions sit with School Forum and the SEND board.

Hannah Spencer, Head of SEN and Inclusion, explained to Forum the reasons for the pilot. It is recognised that the current ALF funding model is out of date and is inconsistent across schools. A lot of schools have fed back that for the same level of need, they get different amounts of funding for some children, feeling that they're overfunded for some children and underfunded for others. The LA wants to be more equitable with decision making on the EHCP's that are issued, but also could the dynamic change from full time one to one support back to the child's needs and their presentation.

Hannah said that the pilot has been trialled in many different schools, and has now been extended to include two more schools, making sure that we've got a fair

distribution across the local authority. Three primary schools, one in an area of deprivation, one in an area of influence and one with a middle ground, but a high level of EHCP's, were part of the pilot. The aim was to finish the pilot by the end of April, but this has been extended to make sure that this is as robust as possible, whilst also looking to see whether the funding model can be extended to post 16 as well as pre 16. The overarching themes that have come out of the pilot is that the EHCP's are out of date, and that the annual review process wasn't specific enough to be able to review the funding each year. The Higher Needs block is also funding a lot of health provision and provision that does not educate or train.

Hannah shared with members a matrix based on the four areas of the Code of practice, designed to be used to talk through children with SENCOs with head teachers and coming to a co-produced funding element, where the evidence behind the needs that was being described is clear. As one of the schools on the pilot, Sarah thought the grid was easy to use and accessible and brings much more clarity around the children's individual needs rather than putting them in a band. She also thought it provided fair funding for all children, all the way through the process year on year rather than getting a sum of money at the beginning.

Rachael then informed members that the local authority has agreed for a temporary team of amendment officers to work through the backlog of plans as well, being paid for by the local authority not by DSG funding.

Tim asked if in school nursery or out of school provisions feed into this model. Hannah explained that the LA is looking at the ALFEY funding with our Early Years head of service as well. In Islington its year one upwards, although that doesn't mean that Torbay would needs to do the same.

Mike then asked whether any schools would lose out significantly by adopting this model. Hannah recognised that it would not be possible to change all EHCPs by Septembers, so the plan is start rolling that out with the newer plans and then look at a phased transfer. This would be brought back to Schools Forum to consider how that moves forward and at which times.

Sarah asked whether there will be some training provided for SENCOs and teachers, and is there a program to make sure they're tighter so that it does fit along the funding model?

Hannah explained that the plan is to concentrate on the pilot for the funding and then tie both of those into the launch. Training will be offered on both the funding but also on the annual reviews, and how those things tie up together so that people don't miss out on funding by not filling in the paperwork in the right way. It was felt that this combines our written statement of action task of improving the quality of our annual reviews and our amended plans with the funding formula, and bringing those both together to make a better quality plan with the right level of funding.

Stewart gave thanks to everyone involved for the work that's been done and looked forward to hearing more about it at the next meeting. Members were in agreement

that it sounds like it's going to be a much better deal for our children and also help our schools to understand how better to support their children as well as in terms of funding.

5. School Forum Briefing

Rachael provided an update on the proposed briefing to schools by Forum. The briefing has been set for the 12th July, as this is also the date for TAPS Rachael asked secondary colleagues if they are able to host. Alex Newton agreed to host the briefing at The Spires.

Rachael proposed that the briefing be centred around the Safety Valve agreement as a whole and share some of the work forum members have done to be able to get our DSG management plan, so that schools understand what is in that agreement. The briefing will then move on to the outcomes of the funding pilot, with the aim of giving schools the opportunity to provide feedback as well. The final part of the briefing will be on the Graduated Response, which is due to be launched in June.

Rachael also felt that the meeting could be used to promote the events and support that's going to exist for practitioners, for parents and for colleagues, as well as the NCPD offer, acknowledging that people are keen to have CPD that sits behind the graduated response and the processes around annual reviews and paperwork as well.

Members agreed with the proposals, Rachael and Stewart then said that they would approach individual schools that have been part of the pilot schemes for their input into the event.

6. Any Other Business

Rachael wanted members to know that officers are currently reviewing Section 19 medical referrals and the direction of travel for the Medical Tuition Service. A report on the findings of the review can be expected in early September.

7. Items for next meeting

- Financial report
- Safety Valve update

8. Future meeting dates

- Thursday 22nd June, 09:00, via Microsoft Teams
(Please note this meeting has been rescheduled due to the SWIFT annual conference taking place on the 15th June).

Financial Report School Forum 22nd June 2023
Forecast Outturn Position 2023/24

Dedicated Schools Grant (DSG) funded activities are currently forecast to **overspend by £1.060m**.

The following table details the main areas of both over and under spend. Many of these budgets are demand led and will be monitored during 23/24 and revisions reported accordingly.

Budget Heading	Budget	Actuals to date	Projected Outturn	Over / (Under) Spend
Early Years 2, 3 & 4 yr old payments – PVI's & Academies	£6.636m	£1.217m	£6.636m	£0k
Early Years – ALFEY	£295k	£111k	£295k	£0k
Early Years – Pupil Premium & Disability Access Fund	£169k	£2k	£139k	(£30k)
Early Years – 5% retained element	£383k	£46k	£366k	(£17k)
Joint Funded Placements	£400k	£5k	£300k	(£100k)
Recovery of funding from schools for Excluded Pupils, Medical Tuition Service and Elective Home Education	(£175k)	(£0k)	(£150k)	£25k
Contribution from Health towards EHCP's	(£100k)	(£0k)	(£0k)	£100k
Independent Special School Fees	£3.330m	£597k	£3.330m	£0k
Other packages for EHCP pupils and SEND personal budgets	£1.546m	£550k	£1.546m	£0k
Payments to / recoupment from other authorities for Special School places	(£128k)	£0k	(£128k)	£0k
Medical Tuition Service / Virtual School / Hospital Tuition / Vulnerable Students Team	£1.589m	£341k	£1.489m	(£100k)
Refund from Medical Tuition Service from underspend during 22/23			(£200k)	(£200k)
School contingencies (Planned pupil growth, NQT induction etc)	£70k	£1k	£70k	£0k
EHCP in-year adjustments (see separate paper for details)	£539k	£106k	£567k	£28k
Special Schools / High Needs in-year adjustments (see separate paper for details)	£400k	£276k	£500k	£100k
School Intervention / Commissioning	£48k	£17k	£48k	£0k
Business Support / Business Intelligence	£240k	£36k	£240k	£0k
Senior Management, Central Recharges, Admissions, EAL / Travellers, SACRE,	£566k	£311k	£585k	£19k
Visually impaired / Hearing impaired / Advisory Teachers	£216k	£29k	£188k	(£28k)
Deficit DSG budget set for 23/24	(£1.263m)			£1.263m
Total – Forecast Outturn Position 23/24				£1.060m

The financial report above details a significantly changed position than in 2022/2023 and are aligned to our safety valve agreement. It should be noted that this is early in the financial year and significant oversight, delivery of our safety valve actions and the partnership response is required to maintain the position.

Below is a position on areas of the budget:-

Early Years Block

Take up of early years placements continues to be high. The current take up rates have recovered from the pandemic period.

Term	Total number of children in receipt of 2YO funding	Number of families on DWP list	% take up
Spring 2023	320	354	90%

Term	Total number of children in receipt of 3&4YO funding	Total number of children in receipt of extended hours	Percentage of children eligible for extended hours
Spring 2023	1600	820	51%

Term	Total number of children in receipt of 3&4YO funding	Total number of children in receipt of EYPP	Percentage of children in receipt of EYPP
Spring 2023	1600	209	13%

Take up of universal 3&4YO funding = 95%

There continues to be pressures within the Early Years sector on the availability of the workforce and the parental choice to use paid for childcare during a cost of living crisis. The current sector

Higher Needs Block

Torbay continues to have a greater number of children and young people requiring support up to and including a special school place than the funds available in the higher needs block. The impact of in year EHCP adjustments continues to be an area of concern and demand.

Education, Health & Care Plan Funding for 22/23 & 23/24			
	22/23	23/24	Increase / (Decrease)
Number of pupils with EHCP	512	556	44.00
Number of FTE's with EHCP	463	490	27.00
	£	£	£
Funding below £6k allocated through school formula elements	2,774,332	2,939,171	164,839
Funding above £6k allocated as a top-up per eligible pupil	2,967,540	3,290,903	323,363
EHCP Contingency	550,000	538,500	(11,500)
In-Year adjustments			
April	133,189	106,783	(26,406)
May	97,442	(783)	(98,225)
June	65,574	64,204	(1,370)
July	116,471	114,037	(2,434)
August	221,556	216,925	(4,631)
September	35,796	35,048	(748)
October	(33,353)	(34,050)	(697)
November	44,883	43,945	(938)
December	10,002	9,793	(209)
January	(1,109)	(1,132)	(23)
February	14,470	14,168	(302)
March	(2,068)	(2,111)	(43)
Total - In-Year adjustments	702,853	566,826	
Projected (underspend) / overspend	152,853	28,326	
Notes			
Based on April - May 23 in-year adjustments, and an assumed 2.09% (taken from safety valve submission) reduction for the remainder of the financial year, it is anticipated the EHCP contingency will overspend by		28,326	

The latest data demonstrates an improved position however it should be noted that the financial position is based on assumption of the trajectory aligned with our safety plan.

Special School Profile

The following table details the special school profile:

Financial Report School Forum 22nd June 2023

Special School and other High Needs funding adjustments for 23/24										
	Combe Pafford	Combe Pafford	Mayfield School	Mayfield Chestnut	Mayfield Total	Brunel SEMH	Burton AP	B & B Total	Totals	Totals £
Number of places - January 23	265		231	32	263	56	55	111.00	639.00	
Number of pupils - January 23	268		229	32	261	55	46	101.00	630.00	
Number of places - September 23	265		231	32	263	55	55	110.00	638.00	
Initial Place led funding		2,650,000			2,630,000	554,167	550,000	1,104,167		6,384,167
Initial Pupil led funding		1,735,096			2,978,478	994,125	607,476	1,601,601		6,315,175
Initial pupil specific additional funding		67,402			193,728			0		261,130
To mirror 3.4% increase in mainstream schools additional grant		145,120			188,342	52,124	42,440	94,564		428,026
Previously Teachers Pay & Pension Grants		174,900			173,580	36,575	36,300	72,875		421,355
Other funding - Outreach / 6th day provision / rent					325,027			0		325,027
Pupil Premium		146,615			187,090	41,400	28,980	70,380		404,085
Total initial funding		4,919,133			6,676,245	1,678,391	1,265,196	2,943,587		14,538,965
In-Year adjustments	Pupils	Funding £	Mayfield Pupils	Chestnut Pupils	Funding £	SEMH Pupils	AP Pupils	Funding £	Pupils	Funding £
April	271	29,851	229	35	84,414	55	54	105,648	644	219,913
May	271	0	229	35	0	55	54	0	644	0
June									0	0
July									0	0
August									0	0
September									0	0
October									0	0
November									0	0
December									0	0
January									0	0
February									0	0
March									0	0
Total In -year pupil / place led adjustments		29,851			84,414			105,648		219,913
Enhanced Provision (in-year changes in pupil top-ups)										4,018
Enhanced Provision (in-year increases in place numbers)										10,887
Preston Enhanced Provision - Teaching Support Apr - Aug 23										24,245
Additional Funding - Step Provision (Apr - Aug)										33,943
Additional Funding - Step Provision (Sept - Mar)										71,687
Excluded Pupils / 6th Day Provision - Mayfield (Sept - Mar)										16,541
In-year pupil specific additional funding		2,730			13,811					16,541
Total - In-Year adjustments		32,581			98,225			105,648		381,234
Special School / High Needs contingency budget										400,000
Current balance (under) / over										(18,766)

Financial Report School Forum 22nd June 2023

Position

The forecast outturn position of the Local Area continues to be of significant concern. The position although better understood remains volatile and continued actions and momentum are required across the system to meet needs differently.

The in year overspend of the DSG is currently **£1.060m**

The cumulative overspend of the DSG is now **£6.571m** (£11.731m – £5.160m received from the Safety Valve)

If the conditions of the Safety Valve are met, we should receive **£1.550m** from the ESFA during this financial year, this would result in a projected overall deficit at the end of 23/24 of **£6.081m**

Recommendation

School Forum continue to work with the Local Authority to make the necessary reductions in the budget through the Safety Valve process and take actions for any risks and issues that are identified through the reporting to Schools Forum.

Rachael Williams

Divisional Director Education Learning and Skills

Safety Valve Update – School Forum 22nd June 2023

Safety Valve Update and Progress Report

The following report details the work that has been conducted to date on the Safety Valve against the conditions of the agreement. It outlines the key data sets that are measuring the progress as well as providing the narrative of the actions and impacts to date.

The report reflects the achievements within Quarter 1 of the agreement and the data included is until April 2023. The report details the areas where progress has been made alongside some of the key risks and issues. The report has been submitted to the ESFA as part of the monitoring conditions and we will report feedback and any actions to the Forum once this is received by the Local Authority.

The report is brought here for discussion and identification of any additional actions that can be taken forward to ensure that we are making the best impacts for children and young people aligned to our safety valve agreement.

Rachael Williams
Divisional Director Education Learning and Skills

Torbay Safety Valve agreement – School Forum 22nd June 2023

Torbay Council Safety Valve Summary Update Report
Quarter One 2023/2024

Date Submitted:	16 th June 2023
Data date:	30 th April 2023
Section 151 officer signature:	
Director of Children’s Services signature:	
Linked document:	Safety Valve Agreement DSG Management Plan

This is the first progress report since the agreement of the Safety Valve in March 2023. The report sets out the progress made against each of the conditions of the grant, an overview of the budget position at the close of the financial year in April 2023 and the trajectory of the budget. The report also includes data that demonstrates the impact of our work to date.

There is a good level of confidence that the work being implemented in Torbay is delivering the reform programme needed and setting the conditions for future and sustained change. Local scrutiny of performance remains considerable, the work of the safety valve continues to be overseen by the CEO through the executive transformation board and reviewed/driven by School Forum [Browse meetings - Schools Forum \(torbay.gov.uk\)](http://torbay.gov.uk). The interdependencies between the Safety Valve and Written Statement of Action for SEND and the implementation of our Family Hubs are understood, and further challenge is provided by the SEND Strategic Board and monitoring meetings. The Safety Valve is part of the new elected members induction and scheduled for review at Overview and Scrutiny.

Overall progress of our work to date can be seen in two key performance indicators.

Number of Education Health and Care Plans

For this first time since the introduction of the SEN Code, EHCP numbers have reduced within the local area. The numbers of EHCP’s are aligned to our DSG Management plan and Safety Valve agreement. The work conducted since the start of the academic year has brought about a reduction in the number of plans from a peak of 1673 in August 2022 to the position of 1568 in April 2023. This number is on track to continue to reduce as 32 ceases in progress have also been identified but not yet included within the figures.

	Jan-23	Feb-23	Mar-23	Apr-23
EHCPS Start of Month	1612	1593	1590	1569
New Plans Issued	16	10	17	13
Transfers In	2	2	3	1
Reinstated via Tribunal	0	0	0	0
EHCPS IN SUBTOTAL	18	12	20	14
Ceased Plans	32	11	29	15
Moved Out	3	4	12	0
Made Inactive Deceased	2	0	0	0
EHCPS OUT SUBTOTAL	37	15	41	15
EHCPS Month To Date	1593	1590	1569	1568

Financial outturn position as at April 2023

The DSG budget outturn position reported at School Forum in April 2023 is aligned to the DSG management plan. The work to reduce spend ensured that the year-end outturn was aligned to the £2.7million overspend budget set within our plan.

Budget Heading	Budget	Final Actuals	Over / (Under) Spend
Early Years 2, 3 & 4 yr old payments – PVI's & Academies	£6.089m	£5.893m	(£196k)
Estimated adjustment from ESFA for changes in Early Years pupil numbers between Jan 22 and Jan 23 pupil counts			£166k
Early Years – ALFEY	£295k	£284k	(£11k)
Early Years – Pupil Premium & Disability Access Fund	£160k	£117k	(£43k)
Early Years – 5% retained element	£347k	£295k	(£52k)
Joint Funded Placements	£450k	£326k	(£124k)
Recovery of funding from schools for Excluded Pupils, Medical Tuition Service and Elective Home Education	(£175k)	(£185k)	(£10k)
Outstanding items relating to 19/20 & 20/21			£130k
Independent Special School Fees	£3.562m	£3.543m	(£19k)
Other packages for EHCP pupils and SEND personal budgets	£1.512m	£1.495m	(£17k)
Payments to / recoupment from other authorities for Special School places	(£125k)	£34k	£159k
Medical Tuition Service / Virtual School / Hospital Tuition / Vulnerable Students Team	£1.587m	£1.548m	(£39k)
School contingencies (Planned pupil growth, NQT induction etc)	£128k	£116k	(£12k)
EHCP in-year adjustments (see separate paper for details)	£550k	£703k	£153k
Special Schools / High Needs in-year adjustments (see separate paper for details)	£400k	£536k	£136k
School Intervention / Commissioning (includes School Improvement Grant)	£121k	£64k	(£57k)
Business Support	£201k	£167k	(£34k)
Senior Management, Admissions, EAL / Travellers, SACRE	£321k	£298k	(£23k)
Visually impaired / Hearing impaired / Advisory Teachers	£198k	£123k	(£75k)
Deficit DSG budget set for 22/23	(£2.7m)		£2.7m
Total – Forecast Outturn Position 22/23			£2.732m

It is noted that whilst considerable progress has been made, we continue to strive for greater pace of impact with aspects such as joint health funding.

Progress Update Reports for Each Agreement Condition

Agreement Condition	Assurance Level			
	Q1	Q2	Q3	Q4
3.1 Maintain existing special school numbers through increasing parental confidence and				

provision within mainstream settings

Special School numbers continue to be maintained at our agreed commissioned levels. The following chart details our commissioned placements against our position in April 2023.

Special Schools	Commissioned Number	As at 15 th April 2023
Combe Pafford	265	271 (6 over, paying only the element 3 funding)
Mayfield	263	264
Brunel	56	55
Burton	55	54
Preston ASC ERP	16	16
Barton S&L ERP	10	10
St Margaret's Academy HI ERP	8	4
Brixham ASC ERP	22	22
The Spires HI ERP	8	2
The Spires ASC ERP	16	15
Paignton STEPS ERP	12	11
TOTAL	731	724

Our previous trajectory of growth within specialist provisions would have indicated that our unmitigated actions would have resulted in 42 additional placements within specialist provision by April 2023.

Our Special School budget was aligned to our budget setting process including our built in contingency. This is the first time that we have delivered our special schools places in line with the budget, historically we would have commissioned additional places at approximately £300k per year.

Requests for specialist placements are higher at points of transition with parents historically feeling that needs could only be met within the specialist sector. To mitigate this a number of parent events were planned and have been hosted, these will now become part of an annual cycle of activity and support. The SEND Service alongside Secondary SENDCOs hosted a parent evening to explain provision available within secondary schools, this was attended by 68 parents. Secondary placement allocation demonstrated that schools showed a greater level of understanding in their consultation responses and made expected reasonable adjustments in their decision making. This resulted in the number of directions to schools and appeals reduced. This will also be seen in a reduction of Element 3 funding on entry to secondary compared to

previous years in September 2023. A Primary Dispelling the Myths session was also hosted with 14 parents attending.

As a local area partnership, we are robustly applying thresholds and ensuring consistency in our decision making to ensure that specialist placement and EHCP's are issued in line with assessed need. As a result, we have seen an increase in the number of Tribunals and Appeals.

Registered cases by calendar year	2018	2019	2020	2021	2022	2023
Tribunals	6	9	7	9	17	11
Mediations	2	0	6	2	19	17

Tribunals and appeals have increased significantly since our November 2021 inspection. It is evidence that where Tribunal and Appeal is deemed necessary that pathways are understood. Torbay have been successful in two Tribunals on refusal to issue, based on our assessment process. We are using both formal mediation and global mediation to manage demand and management of specialist provision numbers.

Agreement Condition	Assurance Level			
	Q1	Q2	Q3	Q4
3.2 Create a culture change in Special Educational Needs and Disabilities (SEND) services, driving forward inclusive practice and workforce development				

The SEND Strategy for Torbay has been re-written. The SEND Strategy [SEND Local Area Strategy Appendix 1.pdf \(torbay.gov.uk\)](#) has been co-produced directly with families and young people and demonstrates the change that is required within the lived experience of our service users. The SEND Strategy is the guiding document for change and has been widely consulted upon, drawing in action from across the local area to ensure that it delivers the change needed both now and in the future. The SEND Strategy has been reviewed by Childrens Overview and Scrutiny and presented to Cabinet for approval on the 13th of June 2023.

In line with the ambition of the SEND Strategy we have also co-produced a new way of working pledge, the pledge sets out the behaviours and principles that children want to see from the interactions they have with professionals. The SEND Pledge can be found at [Our pledge - Torbay Council](#)

Workforce development is a key component to change, to drive inclusive practice we have:-

- Hosted four SENDCO networks since September 2023
- Provided DFE Annual Review Training
- Commissioned NASEN training for schools
- Sourced AET training for Secondary providers, dates booked for all schools to receive training between July to December 2023
- Facilitated an OFSTED event for Torbay Schools with a focus on SEND

- Hosted two Headteacher meetings with schools from Islington and Cornwall sharing their inclusive practice journey
- Provided Governor training on preventing exclusions and suspensions

Agreement Condition	Assurance Level			
	Q1	Q2	Q3	Q4
3.3. Reform Torbay's graduated response and address multi-agency contributions to Education Health and Care Plans (EHCPs);				

Torbay Graduated Response has been re-written and co-produced with parents/carers, schools and multi-agency partners. Following a period of significant consultation and piloting the launch of the graduated response has been brought forward from September to June 2023. The new graduated response can be found at [Graduated Response - Torbay Council](#). Significant work continues to take place with School Leader and SENDCO's to improve their understanding of ordinarily available provision.

The work to ensure that there is a consistent understanding of the graduated response will take time to embed and as such the Requests for Statutory assessments continue to be higher than we would like at this point of our improvement journey. However, not all requests for statutory assessment result in a plan being issued. Through rigorous processes and ensuring consistency of the offer against our graduated response the refusal rate continues to be high demonstrating our challenge and robust decision making back to the system.

RSA requests	2019	2020	2021	2022	2023
	319	206	309	345	120 (January to April year to date)

Refusal Rates	2019	2020	2021	2022	Jan 23	Feb 23	Mar 23	Apr 23
	97/316 (31%)	51/206 (25%)	89/309 (29%)	119/340 (35%)	41%	29%	50%	19% (Easter Break less referrals)

- For April 2023 there has been an RSA refusal rate decrease of 31, from the 50% in March.
- Historically in 2021 the total number of requests for statutory assessment was 309, compared to the 345 requests received in 2022.
- Average RSAs for the first half of 2022 was 35.6 per month. For the second half of 2022 the average per month is 21.6.
- We are working to meet our required WSOA target of 20 RSA's per month
- Patterns and trends show we have a higher proportion of Early Years at specific points of the year, because of the intake in reception. However, we still see highest number from school, although this is showing signs of reducing, and parental requests, with Early Years being a smaller proportion. In response to this we have put in a Dispelling the Myths event for Primary school entry and also four events on 'What to do if my Child has SEND?'

Source	2017	2018	2019	2020	2021	2022	2023
Early Years Setting	12%	10%	16%	15%	15%	16%	18%
Parental request	20%	25%	26%	22%	23%	28%	24%
School	63%	62%	54%	59%	59%	52%	52%
Student Request	5%	3%	4%	3%	3%	3%	6%
Grand Total	100%	100%	100%	100%	100%	100%	100%

As part of our improvement work, we are tackling the quality of advice and information to inform decision making and provision within an EHCP and the review and monitoring of information. The Quality of Education Health and Care Plans remains too variable. A Quality Assurance process is in place within the Torbay Learning Academy with two SEND Auditors conducting the reviews and implementation of associated actions plans. The SEND Board including all multi agency partners have agreed the mechanisms for receiving and taking forward learning across the system. The data below demonstrates the current timeliness of appendix returns from all agencies.

We are also challenging the financial contributions from our health partners. The level of health funding to support our children has not been forthcoming this continues to be tracked by the Local Authority. The work with Health partners to ensure that a budget and process is created continues to be escalated and is understood at a strategic level, The Chief Nurse, ICB Board and NHS Commissioner are all engaged in the conversations. Despite the escalations there is no identified budget within the ICB to contribute. This is considered a key strategic risk.

	April 2023	Year to date
Health Advice	61%	53%
Social Care Advice	81%	86%
Education Psychology	62%	48%
Finals on time as %	50%	50%

The overall performance for April 2023 has improved but remains a concern and is being monitored consistently through the SEND Board.

Agreement Condition	Assurance Level			
	Q1	Q2	Q3	Q4

3.4. Implement the Independent Placement Overview Panel to ensure that decision making on awarding EHCPs and placements is rigorous and appropriate for children and young people;



The number of young people in specialist independent placements remains low and consistent with our plan. As demonstrated by our financial position at the end of April 2023.

At the end of April we had 39 children who attend an independent specialist placement, this is a decrease from 47 children in the previous academic year. This demonstrates the impact of our rigorous processes and our direct work with families and providers to meet needs differently.

	April 2021	April 2022	April 2023
Number of Independent Specialist Placements	47	40	39

The outturn position of our independent placements at the end of the financial year was £18k below the target budget. For bespoke packages we were £17k below the target budget at the end of the year.

Rigorous processes are in place to ensure that plans are not issued where needs can be met through the effective implementation of the graduated response. To drive forward this change 'Next Steps' meetings have been implemented with schools, parents and SEND caseworkers meeting to discuss the rationale for the decision and agreeing a plan that can be delivered under SEN (K). Within this academic year 67 next steps meetings have been hosted. Our tracking of data shows that only 5 plans have been issued for this cohort to date. 16 are currently going through the assessment process following the next steps meeting however, this may not result in a plan being issued. This process is also building confidence between the parent and school whilst also providing a learning opportunity for schools to become further aware of the expectations of the graduated response toolkit.

Agreement Condition	Assurance Level			
	Q1	Q2	Q3	Q4
3.5. Build confidence within the parental community on the level of provision that can be provided within special schools and enhanced resource bases;				

The level of confidence that parents have within the offer of special schools continues to be strong. This is demonstrated through the high number of requests that are received each year for consideration of a special school placement. The ability of our special schools to meet needs and maintain parental confidence is supporting us to manage the requests for independent specialist placements and meet need within local provision.

The continued focus on the development of the enhanced resource bases within mainstream education has enabled parental confidence to be maintained. Enhanced resource provisions for Autism remain well regarded by parents. Further work has taken place with The Steps provision to ensure that the staffing structure and curriculum offer further meets needs, this has enhanced the confidence of both the young people and parents. Additional work has been conducted to ensure that children needs are further matched to the resource base to promote a positive outcome.

As parents are demonstrating confidence in the special school offers, we are using special school outreach to promote the development of shared approaches for children into other provisions including mainstream.

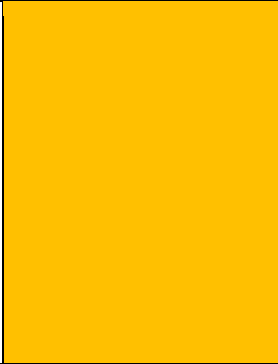
Our focus has widened to building parental confidence in the SEND system across all provisions. We are working directly with SEND Family Voice Torbay, our parent carer forum, to co-produce and design information and forums which support the sharing of information and provide opportunities to explore myths and overcome concerns. To date the following events have taken place for parents and carers:

- Dispelling the Myths about Secondary School for SEND
- Torbay SEND Virtual Drop in (January, March)
- Preparing for Adulthood
- Torbay SEND Graduated Response – Cognition and Learning Needs
- Torbay SEND Graduated Response – Physical and Sensory Needs
- Torbay SEND Graduated Response – Social, Emotional and Mental Health
- Torbay SEND Graduated Response – Neurodiversity Needs
- Torbay SEND Graduated Response – Speech, Language and Communication Needs
- QA on the mental capacity act and lasting power of attorney
- What to do if your child or young person has SEND
- Dispelling the Myths about mainstream primary school

In addition, we are also working with Send Family Voice Torbay to co-produce and deliver an accredited Autism Education Trust Leadership Programme to all Torbay secondary schools. This is led by parents and 100% of Torbay schools have signed up to receive this training (July to Nov 2023). The design of this programme will enable greater parental and school collaboration and build further confidence.

Agreement Condition	Assurance Level			
3.6. Implement a Transitions Panel to ensure timely and effective post-16 planning from an earlier	Q1	Q2	Q3	Q4

age, including targeted employment and education support, and cessation of Post-16 EHCPs where needs have been met;



Torbay has a transitions panel in place that considers children from the age of 14 years. The TOR are included as an attachment.

A process is now in place within the Council for young people with SEND to gain meaningful work experience opportunities. This is being co-ordinated through our HR teams with young people accessing work either for a week or a longer period of time to gain experience. Internal work on reviewing apprenticeship opportunities and prioritising care experienced and/or SEND young people is in place.

Significant work has been undertaken with South Devon College (the single FE provider for Torbay). This work includes: -

- Bringing forward annual reviews for young people to review the effectiveness and impact of provision
- Review of the funding attached to existing plans and the step down of bespoke learner packages when not required.
- Agreement to pilot a new method of Element 3 allocation
- Greater challenge and oversight of consults and decision making regarding the entry of learners.

As a result of our direct work, we have increased the ceasing activity to celebrate the achievements of young people and reduce the EHCP's in line with assessed need. The following data demonstrates the plans that have been ceased/made inactive.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year Total
2019	15	10	24	4	6	19	24	47	51	32	6	7	245
2020	19	15	17	5	9	6	4	3	9	47	10	13	157
2021	6	13	6	5	10	9	8	15	33	4	16	8	133
2022	7	6	23	11	15	5	21	7	28	17	47	45	232
2023	37	15	41	16	-	-	-	-	-	-	-	-	109

- Comparing the first four months, year on year; there has been a 132% increase in cessation.
- Made inactive plans have increased by 65% from 2021 to 2022.
- A further 32 are currently ceasing in progress.
- A significant 74% increase in ceasing plans, from the period of 2021 to 2022
- 2 cared for pupil's EHC plans have been ceased, as their outcomes were achieved, and another pupil secured paid employment
- 8 care experienced pupil's EHC plans have been ceased, for reasons including employment/outcomes achieved/no longer wishes to engage in education

The table below illustrates that targeted ceasing activity is taking place in the age categories.

AGE GROUPS	Ceased/Made Inactive	Ceasing in Prog Total
Age 0-4	0	0
Age 5-10	12	6
Age 11-15	16	8
Age 16-19	74	10
Age 20-25	17	8
Total number of EHCPs by Age Group	119	32

April year to date (as at 30/04/2023) there have been 119 EHC plans made inactive and with a further 32 that are ceasing in progress.

In 2022 there has been a significant increase from 2020/2021 in the number of plans ceased in the 16-25 category because of the robust Safety Valve work and monitoring of and reengagement of those young people that are NEET. In the next quarter there will be an increase in the ceasing of EHCP's pre 16 where outcomes of those children/young people have been met.

Our Sector Led Improvement Partner Islington is currently mapping our post 16 pathways to further support our commissioning arrangements within this phase, from this mapping a detailed action plan will be created to ensure that we can make changes to our commissioning and further reduce the costs of bespoke provision.

Early work within the post 16 phase has brought about savings of £148K at the end of the financial year.

Agreement Condition	Assurance Level			
3.7. Develop an early years outreach team as part of the Family Hub, to deliver stronger inclusive practice and early intervention;	Q1	Q2	Q3	Q4

Detailed work has been conducted on the ASQ3 data and the outcomes being achieved by children at age 2-3 in Speech Language and Communication. The data at this stage demonstrates that the majority of children are reaching their developmental milestones, leading to no additional support or intervention being provided.

The data on entry to school for the same group and the requests for statutory assessment for SLCN does not match the profile of needs being seen within our SEND population. This work continues to be analysed in depth to form our response to early intervention and pathways of support to improve outcomes without the escalation to an EHCP.

Every new RSA for a child under 5 and every Educational Psychology report will include this data to ensure comparative data and feedback of anomalies.

In parallel, the family hubs will deliver the below interventions for pre-schoolers identified as having a Speech Language and Communication Need prior to a Speech and Language Therapy referral or for children who are on a Speech and Language Therapy waiting list. In both instances, children will be reassessed and removed from the waiting list, remain on the waiting list or referred for Speech and Language Therapy and continue to receive support and intervention.

1. Colleagues in the hub are trained to deliver targeted, evidence-based interventions via outreach to parents of 3–4-year-olds who would benefit most (for example, children from disadvantaged backgrounds or with additional needs).

2. Parents of preschoolers can access Home Learning programmes through speech and language therapists, health visitors, midwives, early years practitioners, voluntary, community and faith sector organisations and other relevant organisations or professionals.
 - Families are identified that would benefit from evidence-based interventions and connected to the offer.
 - Staff across the hub use evidence-based early language assessment tools (such as the early language identification measure) to ensure families are connected with the best interventions to address their needs.

Agreement Condition	Assurance Level			
3.8. Implement the co-produced new graduated response for Social Emotional and Mental Health (SEMH), led by the commissioner for mental health services, working with early help and education provisions.	Q1	Q2	Q3	Q4

The Graduated Response for Social and Emotional Mental Health has been re-written and launched. [Graduated Response - Torbay Council](#). The commissioner for mental health services led the task and finish group including a session with parents and carers. Work across the local area for mental health and well-being remains a key priority and a mental health and well-being group including all stakeholders, the voluntary and community sector and public health has been stood up to take this forward. This is at the earliest stages but provides the infrastructure needed to make change.

Better co-ordination between the SEND service and Early Help has resulted in requests for statutory assessment being considered through an early help process with the consent of parents. Schools are being supported to further understand the early identification of SEMH and work with the early help pathways to improve outcomes without the need for an EHCP. Equally children at risk of exclusion as a result of dysregulation are being supported through additional multi agency meeting, supporting the de-escalation into an EHCP.

Current numbers of EHCP's for Social Emotional Mental Health

	Jan 23	Feb 23	Mar 23	Apr 23	DSG Management Plan Target End of 22/23
SEMH	430	418	405	398	455

Since our targeted work on ceasing, we have reviewed and ceased 87 plans with the primary area of need of SEMH through celebrating achieved outcomes and meeting needs through a more progressive response.

Our sector led improvement partner Islington have hosted an event for shared learning, Headteachers and SENDCO's were given the opportunity to share practice on how to meet needs through a relational and trauma informed school approach. In addition, a school in Cornwall who has reduced the number of exclusions and required EHCP's hosted an event for Torbay leaders as part of our cultural change.

Emerging risks:

- The current rate of pace in addressing the gap in Health Funding is a significant risk and although there are strategic discussions this has not led to an agreed resolution.
- The SENDIASS service provides a vital link between parents and our local SEND system, often working to support meeting needs at the earliest point rather than escalation. The current contract is out for tender however, the health contribution being provided will not meet the demands or requirements of the service.
- The reduction in funding to schools through the rigorous process of issuing and reviewing plans will lead to a deficit position for many schools at the time of increased costs. This limits the ability of some schools to provide services that could result in greater escalation, this requires careful monitoring and support.
- The continued extensive lengthy waiting times for SALT, OT, Autism, CAHMS services continues to mean that children and young people do not have up to date assessments to best inform planning around their needs. This can lead to escalation from schools that are trying to meet need in isolation.
- New unfunded attendance duties will have an impact on the number of children and young people that are identified with unmet needs. Early work indicates that this could have an impact on SEMH and Section 19 requests which could create additional pressures within the higher needs budget.

Any support required:

- Continued work with Islington our Sector Led Improvement Partner and support to ensure this continues beyond September 2023.
- Region's Group Involvement on the culture change needed within schools.

Summary of Appendices

- School Forum Minutes [Browse meetings - Schools Forum \(torbay.gov.uk\)](#)
- SEND Strategy [SEND Local Area Strategy Appendix 1.pdf \(torbay.gov.uk\)](#)
- SEND Pledge [Our pledge - Torbay Council](#)
- [Graduated Response - Torbay Council](#)
- [TOR Transitions Panel 28.03.22.docx](#)

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6th Day Provision – School Forum 22nd June 2023

6th Day Provision for Primary Exclusions**Context**

The Local Authority has a statutory duty to arrange suitable full-time education for the any pupils that have been permanently excluded from schools. This education has to begin from the sixth day after the first day the permanent exclusion took place. (Suspension and Exclusion Guidance May 2023)

The current mechanism in place for discharging this duty at the Primary Phase is through provision provided by Mayfield Chestnut and delivered at St Margaret Clitherow campus.

The provision being provided by Mayfield is well regarded and the arrangements have provided the necessary flexibility to ensure the duty can be discharged.

Following a meeting with Mayfield and the Local Authority it is necessary to review the current level of provision and resources that are being made available to ensure that the provision can have the necessary impact for children and their families.

In the last academic year there were 11 permanent exclusions from the primary phase. In the year to date there have been 14. In the YTD, 10 of these children have been provided a 6th day place at the Mayfield provision.

Current costs and delivery of the provision

The current provision has been used by 15 children across the academic year 21/22 and 10 in the year to date.

The overall budget provided to Mayfield school is £122,892

The provision available to children is 6 FTE places and the provision has worked closely with the LA to maximise it's use.

The provision available to children is enhanced by close links to Chestnut Primary SEMH provision and the staff expertise and skill set is aligned to specialist provision at this centre.

The delivery of the provision at the St Margaret Clitherow campus enables a separation to take place from Chestnut school however it limits the ability to use staff flexibly and has led to a sense of separation for staff. It is also causes operational issues if there is absence or escalation of needs.

Considerations

The local area has recently worked to co-produce a new way of working that has

been placed within our Local Area Belonging Strategy. The strategy aims to work together to reduce the number of children and young people experiencing both suspensions and exclusions.

In the primary phase there is an early indication that the number of exclusions are reducing. There were 9 exclusions in the Autumn term but Spring and Summer term to date have seen a marked reduction with 1 exclusion in the Summer term as of 15th June 2023. This compares with 4 in the summer term 21/23 at the same point.

However there are currently children within the 6th day primary provision and there is likely to be a reduced number of excluded pupils that may need to access a provision.

There are some immediate and longer term reflections that are important for School Forum to consider: -

1. Is the current model of delivery aligned to the vision of local area to ensure that children can be supported in mainstream provisions wherever possible?
2. Is the current model of delivery too closely aligned to the specialist SEMH provision for primary phase and as such do some schools consider this as a route to a specialist placement?
3. Is the model of delivery removing children from their school community at a young age and making transition back to school more challenging?
4. Would the money spent on 6th day provision be more helpful in an outreach model with a robust commitment to not exclude or work collaboratively to meet need in the primary phase.

Short Term Proposal

To overcome the current operational issues with Mayfield School the current contract needs to increase by £27k this year. This would provide the centre with an additional staff member who could lead on re-integration back to mainstream school and provide additional cover within the setting to support meetings needs.

Long Term Proposal

The Local Authority in partnership with schools co-produce a full options appraisal for the long term provision required to meet children's needs at the primary phase. Including a review of the data, costs and impacts for children.

This could include:-

Retaining existing services

Scoping the viability of a new provider/provision

Agreement of a different approach to meeting needs locally.

This is returned to School Forum in November 2023 for consideration enabling time for any re-commissioning of provision if the need is determined.

Rachael Williams

Divisional Director Education Learning and Skills

Educational Psychology Consultation: Enhancing Support for Children with SEND

May 2023



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Version control

Date	Details	Updated by
16th May 2023	Draft for submission to the EP team	Dr Ruth Arnell and Paul Williams

Aims of this document.

- This document aims to inform stakeholders about the benefits and process of consultation as an alternative approach to casework and how it aligns with the goals of the Torbay SEND strategy to improve support for children and young people with SEND.

Background and Context

Torbay SEND strategy.

- Torbay has developed a SEND strategy to create a child-friendly environment, enable all children and young people with SEND to reach their full potential, and align resources to achieve sustained improvement. The strategy focuses on co-design and co-production principles.
- The strategy for improving support for children and young people with Special Educational Needs and Disabilities (SEND) has five priority areas: embedding values and reforming the workforce, identifying and acting on children's needs early, understanding the needs of families and making the best use of resources, promoting inclusivity in early years and mainstream education, and improving transition planning for young people entering adulthood. The strategy's success depends on cultural change and all parties' commitment. The strategy aims to provide high-quality services for children and young people with SEND and their families.

Educational Psychology Service: Aligning with SEND Strategy and Enhancing Support to Schools

- Torbay Educational Psychology Service recognises that to address the aims and priorities outlined in the SEND strategy, the EP service must also change its way of working. There is a need to focus on the graduated response, work systemically in schools and deliver project work for Torbay Schools.
- The service has traded with schools since 2009. Demand for traded services has increased yearly since then, and last year the service could not meet all the school requests for traded time. The service is typically asked to see children complete individual casework and write reports, often used to support a Request for Statutory Assessment (RSA).

The consequences of using the casework model to deliver educational psychology services.

- The service believes casework is not the best use of resources and does not promote inclusion. It is a time-intensive way of working. The EP typically sees one child in a visit which takes a day of the school's traded time. Report writing is the main component and inevitably leads to backlogs in seeing children or drafting reports. This has made it difficult for the service to prioritise Torbay's SEND strategy, as it is overwhelmed with casework. As a result, there is a higher demand for statutory assessments.



A different way of working: consultation.

- These challenges are not unique to Torbay; many services have found casework inefficient in delivering psychological services. Over the past 20 years, many other services across the UK have found that using a consultation model is a more effective way of delivering EP services.

What is a consultation?

- Consultation is a process based on a plan-do-review framework. It works at the individual, group and whole school levels. It is a solution focussed process which aims for agreed actions. It is collaborative and is inclusive of teachers, parents and pupils.

What are the benefits?

- **Enhanced Collaboration:** Consultation fosters collaboration among SENCOs, teachers, parents, and other professionals. It allows everyone to share their perspectives, insights, and expertise, leading to a more comprehensive understanding of the child's needs and the development of shared solutions. Collaboration helps create a supportive network where individuals can work together effectively.
- **Shared Solutions:** Consultation allows concerns and challenges to be openly discussed, enabling all parties to contribute to finding solutions. By pooling their knowledge and experiences, SENCOs, teachers, parents, and professionals can develop strategies and interventions tailored to the child's needs. This shared problem-solving approach promotes a sense of ownership and collective responsibility for the child's well-being and success.
- **Increased Preventative Work:** When staff members engage in consultation and work together to improve children's learning, development, and achievement, there is a shift towards proactive and preventative measures. By addressing concerns early on, identifying potential barriers, and implementing targeted interventions, the need for more intensive and reactive support can be reduced. This proactive approach promotes positive outcomes and minimises the likelihood of difficulties escalating.
- **Reduced Bureaucracy:** Consultation can help streamline processes and reduce bureaucratic burdens. Professionals and stakeholders can share information efficiently and make informed decisions when communicating effectively and collaborating. This can lead to a more streamlined and coordinated approach to supporting the child, minimising unnecessary paperwork, duplication of efforts, and administrative tasks that can impede progress.
- **Improved Understanding and Empathy:** Through consultation, SENCOs, teachers, parents, and professionals gain a deeper understanding of the child's strengths, challenges, and circumstances. This increased understanding fosters empathy and helps build positive relationships among all involved. By acknowledging and valuing each participant's diverse perspectives and expertise, a more holistic and person-centred approach to support can be developed.
- **Enhanced Professional Development:** Consultation provides a platform for ongoing professional development and learning. Through collaboration and sharing of ideas, professionals can expand their knowledge base, learn from each other's experiences, and develop new skills and strategies. This continuous learning process contributes to the professional growth and effectiveness of individuals involved in the consultation process.
- **Strengthened Parental Engagement:** Consultation involving parents promotes their active involvement in their child's education and well-being. By engaging parents in meaningful discussions, seeking their input, and valuing their expertise as primary caregivers, consultation helps build a strong partnership between home and school. This collaboration enhances parental confidence, trust, and participation, leading to improved outcomes for the child.
- **Holistic and Individualised Support:** Consultation provides a comprehensive approach to supporting children's learning, development, and achievement. By considering multiple perspectives, incorporating diverse strategies, and tailoring interventions to the unique needs of each child, consultation promotes personalised support that addresses the whole child, including their academic, social, emotional, and behavioural aspects.

What does the consultation process look like?

- The 'PLAN' stage involves:
 - Consultation with teachers, parents and pupils to identify and gain a shared understanding of the main concerns and identify initial actions to address those concerns.
- The 'DO' stage involves : Putting in place strategies agreed upon in the consultation, which may include:
 - School staff gathering assessment information, e.g., observation, completing questionnaires, academic assessments and so on.
 - EP carried out observation, assessment, or gathering information from staff through questionnaires.
 - Referrals to other agencies.
- The 'REVIEW' stage involves:
 - A joint consultation with EP, parents and teachers, at least six weeks later, to review progress towards the actions set at the initial consultation.

What does the process look like?

- At the beginning of the school year or term, the school organises a Planning and Review Meeting with their Link educational psychologist to identify young people who may require additional support. When it is deemed appropriate for an educational psychologist to be involved with an individual child or young person, a referral form is completed. This process remains consistent with current practices.
- Upon receiving the referral form, the educational psychologist will coordinate with the school to schedule a consultation meeting. Typically, this meeting involves the educational psychologist, the child's parent or caregiver, the child's teacher, and the school SENCo (Special Educational Needs Coordinator). Depending on the circumstances, other adults may also be invited to participate. If relevant, the young person may be included for a portion of the meeting, considering their age and stage of development.
- This consultation meeting aims to facilitate collaboration and information sharing among the involved parties. It provides an opportunity to discuss the child's needs, challenges, strengths, and any relevant background information. A comprehensive understanding of the child's situation can be achieved by having all stakeholders present, including parents, teachers, SENCo, and the educational psychologist.
- The consultation meeting allows collective problem-solving and developing strategies and interventions tailored to the child's needs. It is a platform for open communication where everyone's perspectives and expertise are valued. Through this collaborative process, shared solutions can be generated, and a plan of action can be established to support the child's learning, development, and achievement.
- They usually last between 1 to 1.5 hours.
- The Consultation meeting will end with a Review date scheduled for at least 6 weeks to examine the success of the strategies and think about the next steps.

What will the EP write?

- During the consultation, the EP will write notes summarising concerns and recording actions and next steps. The EP will provide you with a record of the consultation notes, but you are encouraged to make a note of any actions you need to take yourself. This will be summarised if the EP assesses the 'do' stage. A formal report must be negotiated with the EP if required.
- An example of a consultation record (blank) is appended to this document. This is an example of what an Educational Psychologist would fill in during a consultation meeting.

What is helpful for the SENCo to do as part of the process?

- Arrange for the relevant staff to be released for 1-1.5 hours for the consultations.
- Where possible, attend the meeting together with the teacher. SENCos have a wealth of knowledge and can often bring new solutions.
- Ensure a private room is available for the meeting.
- Liaise with parents to ensure their attendance at the meeting.

- Collate assessment information for the meeting.

This document can be made available in other languages and formats. For more information, please contact ****insert your team email or phone no here****
