

Update from Integrated Services for Learning (ISL) to schools – January 2023

Contents

Specialist Provision & SRP's	2
Access and Inclusion	2
Inclusion	2
Attendance.....	3
The Graduated Response.....	3
SEND Implementation Support Officers	4
ASK SALI Advice Line	4
Descriptors of Need – Levelling	5
Backdating Levelling payments.....	5
Requesting Levelling information	5
Delivering Special Provision Locally (DSPL).....	5
Educational Psychology Service	6
SEND Specialist Advice and Support (SEND SAS)	6
The SEND SAS Early Years Team – Deena Wallworth	6
SEND SAS Sensory Impairment Teams – Emma Dudley	7
Speech, Language, Communication and Autism team – Sharon Coubray.....	7
The Physical Neurological (PNI) Team – Louise Carter	8
Specific Learning Difficulties (SpLD) team.....	8
Statutory SEND.....	8
Reviews and Provision	8
Phase transfer	8
Provision and placement decisions:.....	9
Customer Care and Assessment	9
Resolution and Reconciliation	9
Useful information and key contacts	10
Statutory SEND:.....	10
Resolution and Reconciliation Team.....	10
ASK SALI.....	11
Other ISL services	12

Specialist Provision & SRP's

The first Specialist Resource Provision opened at The Priory School in September this year and we are currently consulting on pupils to be admitted. The school is recruiting staff and undertaking training over the next few months.

The remaining Secondary SRPs are planned to open in September 2023. These provisions will be based at Bushey Meads, Longdean and Avanti Grange. As Avanti Grange is a new school, they will initially only take children in years 7 and 8 and will therefore will only open with 8 places building to 20 places over time.

We are currently consulting on the primary SRP phase and the plan is for Warren Dell, Sauncey Wood, Margaret Wix, Cowley Hill and Downfield to open in September 2023. Avanti Meadows, Maple Grove and a provision in North Herts, will open in September 2024. We are agreeing the Service Level Agreements with all providers and working on the offer for the roll out of training in the coming year.

Sally Glossop – County Lead for the Graduated Response

Access and Inclusion

Inclusion

Following the DfE Exclusion Guidance update in July 2022, the HCC Exclusion Guidance has now been updated and is due to be live on Herts Grid from January 2023. This document has been reduced in size and now contains all the latest guidance and hyperlinks to appropriate HCC and DfE documents as well as references to good practice.

The number of permanent exclusions and children at risk of exclusion has increased significantly during the autumn term. Our Inclusion Team are under increasing pressure to meet demand however we welcome Emma, Francesca, Melissa and Joanne to the team.

The Inclusion Team carries out the following statutory duties and should be contacted for:

- Advice & Guidance relating to exclusion from school.
- Local Authority duties in respect of the administration for exclusions.
- Local Authority representation at Governor meetings.
- Local Authority representation at Independent Review Panels.
- Day 6 provision arrangements for permanently excluded children.
- Admissions to schools for in year applicants who meet FAP Group A.
- All managed moves between mainstream schools.
- All admissions for young people returning from ESCs/PBSs into mainstream schools.
- Local Inclusion Panels.

The local behaviour services should be contacted for advice, guidance and support for children that are experiencing poor emotional wellbeing and dysregulated behaviour in line with the Hertfordshire Behaviour and Emotional Wellbeing Strategy.

Attendance

The Secretary of State for Education confirmed during the first week of December that Government will not be continuing with the Schools Bill in the third parliamentary session. However, we have been reassured that the decision on the Schools Bill does not mark any change in policy in respect of attendance.

Safeguarding children and young people remains of the highest priority for the DfE and HCC and for education and childcare settings. The Schools Bill contained some important measures to strengthen this system, and both the DfE and HCC remain committed to progressing the attendance measures, alongside other measures, when parliamentary time allows. The government therefore still intends to make the new attendance guidance 'working together to improve school attendance' statutory. This will happen as soon as possible, but no earlier than September 2023.

Local authorities are expected to continue to implement the changes introduced through the new school attendance guidance. Thank you to all schools that are sharing daily attendance data with the DfE if your school has not signed up to share attendance data please use this link

[Share your daily school attendance data - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/share-your-daily-school-attendance-data)

Richard Woodard – County Lead for Access and Inclusion

The Graduated Response

The Graduated response working group has begun work to bring together the wide offer that we have in Hertfordshire for Children with SEND.

We have developed a response that aligns with our health and social care colleagues:



The Graduated Response

Universal	Universal Plus	Targeted	Targeted Plus	Specialist	Specialist Plus
What all children should have - learning that allows for learning style interaction and engagement We know we can do this now	Those added extras we do to make sure we're reaching everyone We shouldn't just aim for the middle and hit and hope	Those targeted interventions we need to make a difference and ensure access e.g. accelerated learning, playtime skills, quiet spaces, workstations etc Formerly School Action	Those interventions that will require us to engage external professionals for example advisory teachers, Educational Psychologists, Outreach services Formerly School Action Plus	Those interventions that require highly individualized learning, 1:1 sessions, individualized curriculum, may benefit from a more micro environment	These are that small percentage of children who require intense multi disciplinary support both at home and at school who may be at risk of tier 4 intervention

The key outcomes from the working group are:

- Improved attainment and achievement for all children
- Schools and settings develop good inclusive practice
- Reduced requests for needs assessments
- Children are included in their local community mainstream school
- Fewer requests for specialist provision
- Reduction of children permanently excluded
- Identified pathways to provision and support

Our first task is to create a directory of services that ensures all stake holders know who to contact and when. We will also be embedding the VSEND approach and ensuring quality assess plan do and review processes. This will help with early identification and the development of Good Inclusive Practice.

The ASK SALI will be a first stop for all professionals for support to implement good practice and ensure teachers have the skills they need to meet the needs of our children.

The working group will also ensure clear pathways for all children with SEND

SEND Implementation Support Officers

SEND Implementation and Support Officers work with schools when a needs assessment is not agreed, explaining whole school SEND and SEND support work. As we've carried out this work this term we have seen a high need for advice on assess plan do and review (APDR). As we build relationships with schools we are able to support with early intervention and help schools maintain children at SEND Support. Developing Whole School SEND Practice and ensuring every teacher is a teacher of SEND.

The response has been very positive so far, although we sometimes deliver difficult messages. We hope to begin working pre needs assessment request so that we can improve early intervention

ASK SALI Advice Line

The ASK Sali advice line opened at the end of September 2022 and is proving to be a busy point of contact for professionals. The aim is to offer advice and support to professionals at Universal and Targeted levels. We have seen a high number of calls around SEMH and are working closely with colleagues to look at this.

The number is 01438 843310, and the line is open from 9.00 - 5.00 every day including school holidays. We also have an email address asksali@hertfordshire.gov.uk.

Sally Glossop – County Lead for the Graduated Response

Descriptors of Need – Levelling

Backdating Levelling payments

Where EHCPs are late in being finalised and allocated an agreed Level of Need, funding will be backdated to the date that the final should have been issued - i.e. .20 weeks from the start of the statutory assessment process.

If a child has LHNf then this will stop at the point that the top-up HNF funding starts, therefore if an EHCP is backdated LHNf will need to stop at the point that the backdated funding starts. This will not require any clawback as funds will be adjusted before payment.

Requesting Levelling information

A brief reminder that we will write to you to request your completed Descriptors of Need Summary Sheet for each draft Education, Care and Health Plan.

Requests will come from our area Senior Support Officers or via banding@hertfordshire.gov.uk and for any queries about top-up funding, schools can get in touch with hnf@hertfordshire.gov.uk.

You can find the tools and resources you need to help you with your levelling on The Grid [here](#).

Sue Sheffield – County Lead for DSPL

Delivering Special Provision Locally (DSPL)

As indicated in the last newsletter, although the DSPL and LSP review has been halted, work has continued on the outcomes of the review specific to DSPLs. This work has been focused on ensuring that the vision for DSPL is still relevant, that it meets the demands of current needs and the SEND strategy. This includes aligning with the Graduated Response and ISL Vision and priorities. In the forthcoming term consultation with DSPL areas will take place to inform and develop elements of this work. The financial year has now reverted to 1st April to 31st March so the new strategic plans will be effective from 1st April 2023.

Sue Sheffield and John Short – DSPL Review Leads

Educational Psychology Service

The Educational Psychology Services is continuing to respond to the unprecedented high number of statutory requests this year.

In addition to this we are currently delivering the following which will be reviewed on a termly basis:

- EP consultations are one day per month per DSPL area
- Delivery of ELSA training and supervision to primary schools
- A “quick queries” phone line for schools every week
- Contact Line for parents/carers (term time only)

We have also recently interviewed for assistant educational psychology posts and our successful candidates will be joining us in the Spring Term.

Melanie Flay and Naina Cowell – Principal Educational Psychologists

SEND Specialist Advice and Support (SEND SAS)

Staff have worked effectively with colleagues to contribute to developments such as the Hertfordshire Descriptors of Need and Provision, revising the levelling descriptors and creating new provision descriptors, working collaboratively across ISL Services. SEND SAS continues to contribute to local partnership work such as DSPL Senco forums.

The SEND SAS Early Years Team – Deena Wallworth

Our highly skilled Inclusion Development Officers are now providing consultations for children with emerging needs in Private, Voluntary, and Independent (PVI) settings; supporting practitioners to ensure their ordinarily available provision secures the best outcomes for their learners. This also provides assurance that children with higher levels of need have access to support from a Specialist Advisory Teacher.

In St. Albans and Dacorum, the Early Years Inclusion Specialists have worked alongside the Inclusion Development Officers to create training packages for PVIs, which aim to increase high quality inclusive practice throughout the setting with great feedback and positive impact. We are planning to roll out this new initiative across the county.

The Early Years Lead Teachers have embedded our Tier 3 whole cohort support to Nursery and Reception classes identified as having high levels of need, using the HfL Transition Level of Need Tool. The feedback has been overwhelmingly positive.

We have been working with our colleagues in the Family Centre Service and HCT to offer more multi-disciplinary support to families of children with SEND. Our Early Years Support Sessions aim to bring professionals together to provide the right support to children at an early stage when they are not attending an Early Years setting, following their 1 or 2 year developmental check by the Public Health Nursing Team.

In the new year we will also be piloting pre-school sessions for children with Down Syndrome and their families. These will be delivered with the therapy services, offering holistic intervention to support a smooth and successful transition to school.

The therapy services have also re-joined our Early Years Specialist Development Centres (EYSDC). EYSDC staff have worked collaboratively with therapists to plan and deliver teaching and learning which is bespoke to the needs of the children attending.

This December our Early Years Emotional Wellbeing and Behaviour offer had its first anniversary. The training offer and pupil focused support has been incredibly well received, with hundreds of Early Years practitioners already trained in Therapeutic Approaches to Behaviour (TAB).

SEND SAS Sensory Impairment Teams – Emma Dudley

The Deaf and Hearing Support Service (DHSS) continues to support increasing numbers of children with a hearing loss. This term, staff from 120 primary schools attended face to face training on 'Supporting the deaf child in the classroom' at Robertson House. In addition, DHSS SATs provided bespoke training for both early years settings and secondary schools and a video training package was offered to all secondary schools with deaf students, enabling staff to view deaf awareness information and strategies in their own time. Training for parents/carers of preschool deaf children has also been offered via regular Chicks sessions in Watford and St Albans and the NDCS Family Sign course has been running online in November and December. Feedback from parents and professionals engaging in these training opportunities has been positive.

The Vision Impairment (VI) Service has also seen a marked increase in numbers of referrals. The service has successfully delivered training for school and setting staff in raising awareness of VI, modifying print and in using specialist equipment. The DOVES groups for babies and early years' children continues to be well-attended. This has been effective in empowering parents/carers to understand the vision and/or tactile needs of their children, in addition to providing opportunities for networking. The Habilitation Specialists have facilitated a Goalball session with young people, in addition to providing 1:1 direct support and training.

The Highly Specialist Equipment Service continues to provide children with high quality IT access solutions where appropriate. Training is mainly targeted to individual staff supporting CYP with VI and schools continue to ensure learning materials are adapted into appropriate formats, e.g. modified large print, tactile, Braille, audio by submitting materials for modification at least a week in advance. Please seek advice from the VI Service should you have concerns or queries regarding a child's vision.

Children with **multisensory impairment (MSI)** continue to be supported by Dr Liz Hodges. Emma Dudley, Sensory Specialism Lead, would like to extend her thanks to those schools who have agreed to host learning walks as part of the sensory provision review.

Speech, Language, Communication and Autism team – Sharon Coubray

During the Autumn term the Speech, Language, Communication and Autism team have launched the new Hertfordshire Autism training offer for schools. This includes full-day training sessions focusing on school autism strategies, which can also be booked as twilight sessions, and a series of targeted/specialist workshops in areas including Anxiety & Autism, Demand Avoidance, Pupil Voice and Sensory Awareness. In addition to this, we will be shortly launching a universal autism e-learn for schools, which will provide all school staff with a basic understanding of autism.

The team are also piloting a new training offer for Speech, Language and Communication Needs (SLCN), which includes SLCN in the Primary Classroom and SLCN in the Secondary Classroom. We will be launching these in the summer term across the county.

We have also been piloting the use of an APDR template to provide concise focused advice, with a focus on clear outcomes and review of progress towards these. Feedback from families and schools has been very positive so far.

The Physical Neurological (PNI) Team – Louise Carter

Physical Neurological (PNI) Team has worked hard to support Hertfordshire's Inclusion agenda. Recent success stories demonstrate the effectiveness and strength of partnership working. This term network groups and joint training sessions with our health colleagues have been re-established. This has included support for families of newly diagnosed children and young people with Duchene Muscular Dystrophy through collaborative working with the Neuromuscular Care Team, Addenbrooke's Hospital. Ongoing collaborative working practices, including liaison with the occupational therapy team, have enabled access and inclusion as part of effective service delivery and achieving best outcomes.

Specific Learning Difficulties (SpLD) team

SpLD colleagues have fostered inclusive practice for children and young people across all communities and cultures. A Ukrainian refugee with Down Syndrome has been supported to access a mainstream school setting and local family support networks through collaborative working with HCC Fair Access Service, the local Special School and DSPL partnership. In addition, our special school sector has been provided with targeted strategies and interventions to support progress and best outcomes for individual pupils.

Patricia Walker – County Lead for SEND SAS

Statutory SEND

Reviews and Provision

Phase transfer

Everyone across Reviews and Provision are working incredibly hard on this year's phase transfer caseloads, processing annual reviews and sending out consultations to get us closer each day to meeting both the 15 February (primary to secondary) and 31 March (post 16) deadlines. Recruitment continues to progress and we have new Casework Manager for Reviews, EHC Coordinators, Annual Review Officers and Business Support working through their inductions.

We have trialled some new ways of working across the Autumn term, including centralised management of the phase transfer consultation process for children currently in specialist provision, consulting in bulk for children currently in mainstream settings, and writing to families to seek their parental preference. There have been some lessons learnt that we are already building in to plans for the next academic year and some clear successes that we would like to build on moving forward.

We have received positive feedback from the link officer meetings taking place across DSPL areas, special schools and mainstream settings with high numbers of children and young people with EHCPs and are committed to continuing to develop these key relationships.

The Annual Reviews Team thought that it would be helpful to share an update about the legal requirements and statutory timescales for reviewing an EHCP. This briefing document outlines the legislative requirements, statutory timeframes and processes and outcomes of annual reviews. You can find the link to the briefing document here: [ehcp-annual-review-herts-schools-briefing-dec-2022 \(thegrid.org.uk\)](https://thegrid.org.uk/ehcp-annual-review-herts-schools-briefing-dec-2022)

Provision and placement decisions:

The refreshed descriptor of needs and placement guidance have been used as part of the new provision panels which have taken place across the Autumn term. Feedback from the initial provision panels will be fully reviewed this term to contribute to changes for the next academic year.

We continue to finalise placements for those awaiting specialist placement, with exciting discussions taking place with specialist schools about the potential of some satellite classes. This is a work in progress, and further updates will be shared throughout the year.

Customer Care and Assessment

We continue to receive a high number of new requests for assessment. In December the Assessment Team issued over 200 draft EHCP's and 93 finals. We are working closely with the educational psychology and specialist teaching teams to capture advice for the high numbers of assessments, enabling plans to be written and issued. We have been joined by 4 new Education Health and Care Co-ordinators (EHCO's) this term, who are currently working through their induction and training programme.

The duty lines are now staffed daily using a 'hunt' system which has resulted in a higher percentage of calls being responded to by the Customer Care Assistants. We have two new Children's Information and Advice officers (CIAO's) taking families through the first 12 – 14 weeks of the assessment plus

This term we will be reviewing Local Multi Agency Panel (LMAG) to ensure we further develop working with schools, health and social care colleagues. We are also focusing on further improvements to communication by all members of the Customer Care and Assessment Service.

Resolution and Reconciliation

The Resolution and Reconciliation team are continuing our commitment to find new and creative ways of seeking early resolution to all statutory SEND disputes through complaints, mediation and appeals. This includes:

- Driving forward the recovery plan in terms of complaints and enquiries thus improving timescales in responding to the same.
- Taking actions forward to resolve appeals identified through the Appeals Recovery Plan.
- Moving into spring term, the Mediation/Tribunal User Group will commence with input from both internal and external stakeholders to provide a clear vision on reaching our end goal of reducing the number of complaints, mediations and appeals.
- Aligning our work through mediations with the "Ask Sali" team, in supporting schools and families with early intervention where a mediation has been requested.
- Reviewing how we record themes from complaints, mediations and appeals to triangulate data to inform our key areas of focus.

In addition, we are recruiting to additional posts created not only to meet demand but to focus resolution on effective communication with families and robust, consistent casework.

Please note that the SEND resolution team contact email has changed from isloggedlettersandcomplaints@hertfordshire.gov.uk to SENDResolutions@hertfordshire.gov.uk (all emails will be auto-forwarded).

Mim Kendrick – County Lead for Statutory Assessment and Review

Useful information and key contacts

Statutory SEND:

Contact details:

All teams can be contacted via:
01442 453300

Assessment and
customer care

ehcneedsassessment@hertfordshire.gov.uk

Provisions,
outcomes and
placement

annualrevieweast@hertfordshire.gov.uk
annualreviewswest@hertfordshire.gov.uk

Anything else!

ehcp@hertfordshire.gov.uk



www.hertfordshire.gov.uk/localoffer



Resolution and Reconciliation Team SENDResolutions@hertfordshire.gov.uk



Ask SALI – the SEND Advice Line for Inclusion dedicated to SENCOs

What is the Send Advice Line for Inclusion (Ask SALI)

Ask SALI is an early advice line, targeted primarily at SENCOs, to help them meet the needs of children and young people with Special Educational Needs and Disabilities (SEND) as early as possible, in the most appropriate way.

"Ask SALI will provide quick, easy access to advice and support – responding to what SENCOs have asked for"

Sally Glossop, County Lead for
Graduated Response

What Ask SALI Supports

- Understanding and meeting children's needs as early and as holistically as possible
- Supporting inclusive practice in all settings
- Enhancing confidence amongst professionals in support provided
- Building connections between settings, local authority, and partner organisations

When to get in touch

The line is open to professionals wishing to discuss all children and young people with confirmed or suspected SEN needs or whose behaviour at school has become challenging. The CYP discussed do not need to have an EHC plan or be going through the assessment process. In fact, we encourage earlier conversations.

Hertfordshire
SENCO

"I had seen Ask SALI but you never know until you try yourself or hear from others. I hope that once more people are aware of this service that it will continue to be this helpful, supportive and effective."

How to contact Ask SALI



Call 01438 843310 Monday to Friday from 9am – 5pm

Speak directly to an SEND Information Advice and Guidance Officer and get immediate support



Email AskSALI@hertfordshire.gov.uk

Ask questions or request a call-back at a specific time.

Bookable slots available Monday – Friday 8.30am – 4.30pm

Other ISL services

What	When	How
ISL East Herts, Broxbourne, Welwyn and Hatfield	Monday – Friday: 9am – 5pm	EHBROX.ISLTEAM@hertfordshire.gov.uk
ISL North Herts and Stevenage	Monday – Friday: 9am – 5pm	NHSTEV.ISLTEAM@hertfordshire.gov.uk
ISL Watford, Three Rivers and Hertsmere	Monday – Friday: 9am – 5pm	WAT3RIV.ISLTEAM@hertfordshire.gov.uk
ISL St Albans and Dacorum	Monday – Friday: 9am – 5pm	STADAC.ISLTEAM@hertfordshire.gov.uk
Educational Psychology Service (parents only)	Wednesday: 2pm – 4.30pm	01992 588 574
East Attendance Duty Team (schools only)	Monday – Friday: 9.30am – 4pm	01992 555 261
West Attendance Duty Team (schools only)	Monday – Friday: 9.30am – 4pm	01442 454 778
SEND Specialist Advice and Support Services (term time only)		
Specific Learning Difficulties	Thursday: 9.30am – 12pm	01442 453 920
Speech, Language, Communication and Autism needs	Tuesday and Wednesday: 1.30pm – 4pm	01442 453 920
Early Years	Wednesday: 9.00am – 12pm Thursday: 1.30pm – 4pm	01442 453 920
Physical and Neurological Impairment	Monday: 1.30pm – 4pm	01442 453 920