# **SPECIAL HIGH NEEDS SUBGROUP**

**TUESDAY 20th February 2024 - 14:00**

**Record taken by: Grant MacMaster (PA to SEND AD)**

## Attendees and Apologies

AC, SR, LN, CM, EP, AB, MZ, LF, KH, KW, GD, GP, AM, LM, JB, AND RS. There were apologies from Steph Lea.

## Alfred Salter School Presentation – Adam Bridle & Eleanor Prestige

Alfred Salter delivered a presentation about their proposed model to support Leadership, mentoring, developing a programme of support across a cluster of schools to develop practice.

## Social Communication and Interaction Packages – S Redman

SE led on Social Communication and Interaction Packages. A targeted programme of intervention to support young people with identified social communication needs, not a diagnosis, pre EHC plan. To ensure timely and effective support for school supporting those in transition from nursery to reception.

## Multi Agency Panel

Multi Agency Triage Panel – to support schools at early stage of need, reviewed, through a multi-agency lens to consider what support can best help a school making use of advisory services. An initial focus is to better support young people with additional needs at transition, year 6/7, but the panel will develop focusing on different themes. The longer-term aspiration is that panel maybe a mechanism to release both targeted specialist resource and funding.

## Attachment Aware Training and support

Attachment Aware Training and support – a rolling programme of support for Teaching Assistants and School Leaders on developing attachment aware practice.

## Task Feedback

Welcome the focus on early intervention if that means school have the ability to offer more timely support for young people and their teaching staff feel equipped to support the needs.

People wanted to understand the detail behind some of the models and what the expectations, impact would be on schools and staff. Many people liked the idea of experts coming in to the school, in particular to support TAs, so they receive training and support.

All agreed the investment and support for school leaders in SEND would be very helpful and valued the contributions the ‘hub’ has made already.

Consideration needs to be given about 'ask' of schools and their teams, e.g. attending or contributing to another panel felt overwhelming and potentially duplicating. Can more thought be given to merging of panels or re considering purpose of panels across Children's Services if they are discussing similar children.

Consideration needs to be given to ensure there is a strategic approach to workforce development, e.g. working with schools and partners to consider what is the best mechanism to deliver training to schools so all can access.

Consideration needs to be given to communication, e.g. how training and 'tool kits' are shared and accessed. The current method does not enable self-service making it hard for senior leaders and SENDCOs to access the right tools and resources which currently creates confusion.

Any development needs to be rooted in the broader strategies and developments, e.g., behaviour strategy etc.

All the above needs to be understood in the context of school's pressures which feel acute to a variety of factors.

Discussion about admission and FAP in the context of inclusion.

## Next Steps

Officers will work with key colleagues to develop a couple of the models in more detail to present to Heads meeting on the 6th. **ACTIONS – AC/GM**

The presentation will be contextualised with Southwark's local context with an emphasis on the importance of timely and early intervention. It is also important to note the more resources that are not tied to EHC plans the more flexibility the local area has to secure provision and support at an earlier stage. **ACTIONS – AC/GM**

For the purposes of the subgroup and the Safety Valve it is important these models are costed with spend and anticipated and forecast savings. **ACTIONS – Finance**

Officers will pick up the wider comments and actions as part of the SEND Strategy and associated work streams. **ACTIONS – GM**

## AOB

It is noted that the HNSG does not have representation from secondary Heads and Colleges, and this is something that we need to seek engagement from partners.