



# Delivering Better Value in SEND – Progress Report for Year 1 (September 2023-August 2024)



# Delivering Better Value in SEND – National project priorities



1. **Uniting the local system** by developing and enhancing partnerships, coproduction and managing the local improvement programme
2. **Delivering support to schools by using data** to identify specific schools to focus on with targeted resources to help them support children with SEND more effectively
3. **Building a high performance LA SEND service** by ensuring the SLA SEND team have effective practice and processes
4. **Building effective target services** across LA SEND outreach by ensuring services are the right size and are effective and efficient
5. **A spine of data and systems intelligence** to track performance and target efforts, as part of day-to-day practice  
Website link: [Insights - DBV in SEND](#)



Our 3 key priorities for SEND improvement in North East Lincolnshire are:

1. embed a partnership approach to inclusion
2. children and young people receive the “right support at the right time.”
3. our capacity to provide specialist support increases, including enhancing the skills across our workforce



Further information about the project can be found here: [NELC SEND Local Offer | Delivering Better Value in SEND - NELC SEND Local Offer](#)



# Priority 1: A partnership approach to Inclusion



# Partnership approach to inclusion

## What will this look like?

- Uniting the local system by developing and enhancing partnerships, coproduction and managing the local improvement programme
- Promote and champion an inclusive culture in all settings supported by a skilled workforce
- Increase parent/carer confidence in the local education system including ensuring parents/carers feel their voices are heard and make a difference to service design and delivery through genuine coproduction

**We will ensure that our local education system has a culture of shared responsibility and accountability that ensures everyone supporting a child or young person strives towards their most inclusive and aspirational outcome.**

## How we will deliver this?

# Partnership approach to inclusion

- Deliver the local improvement programme **Local Improvement Programme (SENDAP Strategy 2024-2029)**
- Accurately establish, using independent evaluation and insights, our strengths and areas for improvement across SEND in our schools and wider systems.  
Use this information to develop provision, development plans and support for the workforce, thus responding to local need.
- Promote and champion an inclusive culture and commitment to SEND improvement.
- Provide opportunities for genuine co-production between schools, families and education services.
- Develop a quality assurance framework for SEND spend and provision and report on using our new data dashboard. This will provide leaders with a deeper understanding of trends and quality of SEND Support, EHCP's and provision.



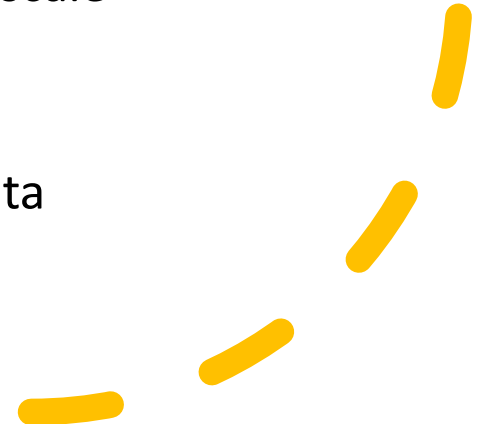
# How will we know we have been successful? (Impact measures)

## What we will see

- Stakeholder confidence increases through feedback (SEND networks, school self-evaluation, SEND evaluation)
- Feedback from families indicates an increased level of confidence in the education system (annual SEND survey, evaluations, survey)
- a levelling off, and decline in mediations of families challenging sections B and F because schools have a greater understanding of their legal obligations to identify needs and implement provision.
- Provision that is high quality (evidenced by robust quality assurance), local and able to meet the needs of our children and young people in a flexible way

## What data will we use to show impact?

- Reduction in High Needs Block spend
- EHCP issue timeline- statutory 20 week timescale
- SEND annual survey results
- Evaluation of SEND school self-evaluation data





# What have we done so far? Activity in Year 1

## Priority: partnership approach to inclusion



- In partnership with our schools and settings, delivered whole school SEND Evaluations in each of the 60 schools and Further Education settings in North East Lincolnshire to build a comprehensive picture of SEND provision in all schools in North East Lincolnshire to support future provision, training & development
- All 60 schools and settings have produced a whole school SEND and Inclusion Action Plan, following facilitated training sessions
- Provided each setting with a 3 year licence for Evaluate My School, an online self-evaluation platform for schools to assess their performance around identified SEND metrics.
- Created and launched our North East Lincolnshire “SEND Workforce Development Plan,” utilising data and insights from the SEND Evaluations, SENCO and school leaders feedback and insights from the North East Lincolnshire Parent Carer Forum (NELCPCF)
- Strengthened governance around the Delivering Better Value project, ongoing SEND capital projects and SEND improvements by creating the SEND and AP Improvement Board and the Delivering better Value Steering Group, with both having representation from school leaders, local SENCOs and the North East Lincolnshire Parent Carer Forum

# What have we done so far? Activity in Year 1

## Priority: partnership approach to inclusion



- Facilitated two Network Events for local SENCO's and Inclusion leaders focusing on high quality CPD and training opportunities and sharing of good practice. The themes of the events to date have been "The role of the SENCO" in April 2024 and "Supporting Speech, Language and Communication Needs in school" in July 2024. Events were attended by representatives from local, integrated support services (health, social care, education teams, elected members, The Department for Education, the NELCPCF and third sector leaders) In April 48/60 schools attended the event with 55 settings attending in July.
- Facilitated training for professionals around SEND Law in partnership with the national provider IPSEA. 92% of schools and settings have attended the 6 hour session, with a further session being held in November 2024
- Produced our first "Spotlight session" training video for SENCOs and schools utilising a partnership "experts by experience approach". The video, "Supporting children with FASD" has been designed and delivered by a specialist teacher and a local parent representative who is an "expert by experience."

## What difference has it made? (Impact)

100% of schools and settings completed the SEND Evaluation and produced a SEND Action Plan/updated their school Self Evaluation Form with the findings ensuring the profile of SEND in the borough remains high whilst supporting the launch of the [SENDAP sufficiency strategy 2024-29](#) and the [DBV Workforce Development Plan and SEND Evaluation Analysis](#)

100% of schools and settings have utilised “Evaluate my School” to self-evaluate their progress against their SEND Action Plan at least once during Year 1. 25% of schools have inputted data on 4 occasions, leading to improvement trends being available for analysis.

91.6% of schools and settings attended at least 1 SENCO Network event in Year 1 with feedback and insights telling us that the sessions are beneficial and impactful for schools. 70% of settings attended both sessions.



## What difference has it made? (Impact)

- 100% of schools attended at least one facilitated training session in Year 1 of the project
- 85% of schools attended two facilitated training sessions in Year 2 of the project
- A course evaluation was produced for every facilitated training course. The average rating (out of 5) for the Year 1 training offer was 4.67 with 77% of delegates across all courses stating that the skills and knowledge gained would directly impact their practice in the classroom/across the school.
- Increased collaboration with parents/carers via the Parent Carer Forum (PCF), including coproduction of “experts by design” training for schools on FASD and the PCF attending SENCO Network sessions to access shared training and build relationships with school leaders.

4.67

Average Rating



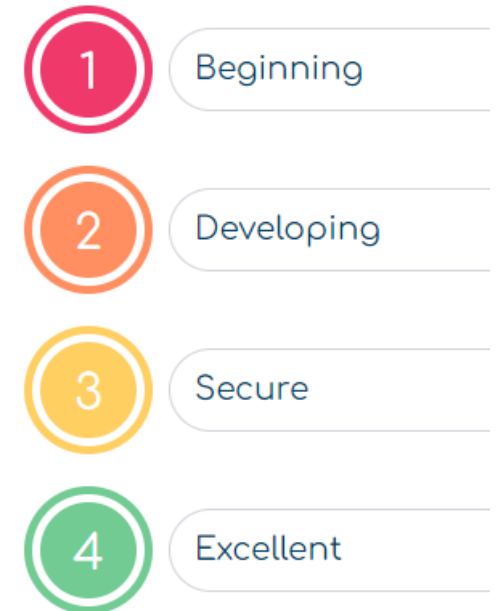
# What difference has it made? (Impact)

59 schools have utilised the self-evaluation tool “Evaluate my School” in January 2024 (baseline) and July 2024 (end of year 1 review) **“Evaluate my School” evaluates schools across 7 areas of SEND:**

1. Intent - strategic direction for learners with SEND
2. Implementation - how schools support SEND leaders, including through teaching and learning
3. Impact – the difference actions have made on pupil progress
4. Working with learners and families
5. Effective use of TA’s to support SEND learners
6. Provision Mapping
7. Identifying SEND learners



**EvaluateMySchool**

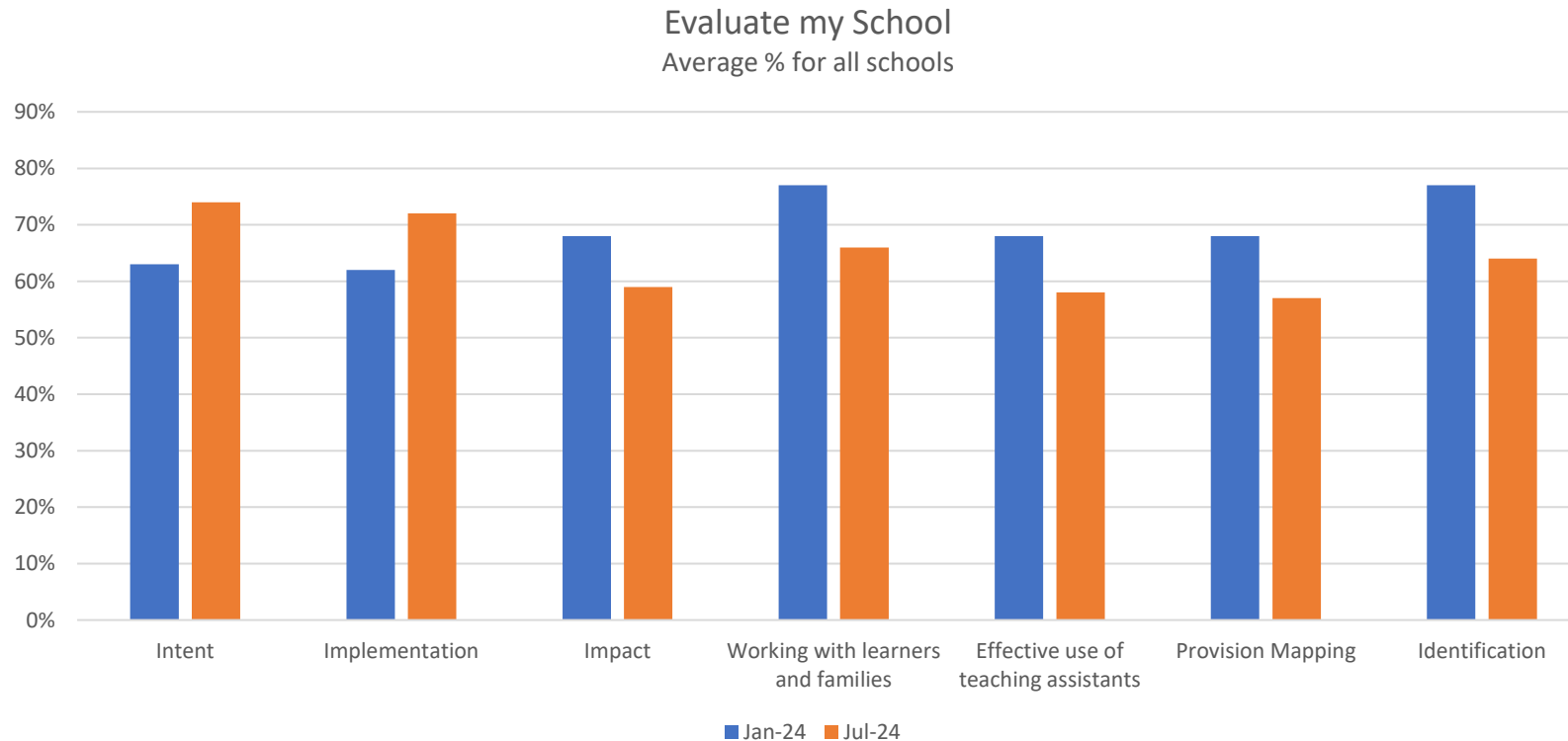


Schools rate themselves using this key

# What difference has it made? (Impact)



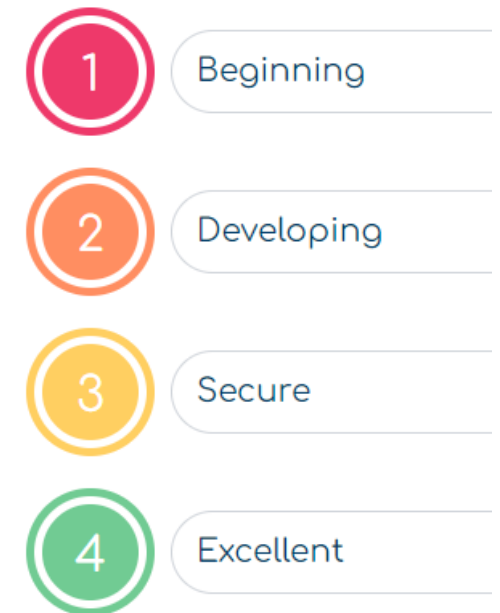
**EvaluateMySchool**



Percentage of schools who score “secure” or higher across the 7 areas of assessment

January 2024

July 2024



Schools rate themselves using this key

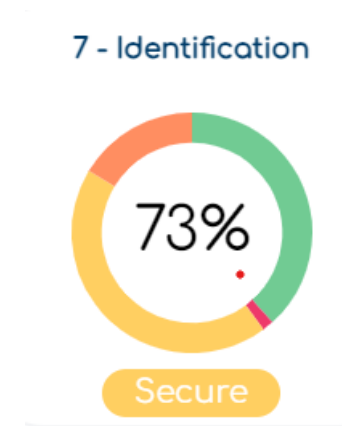
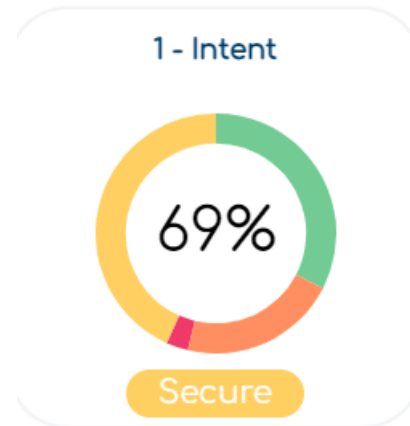
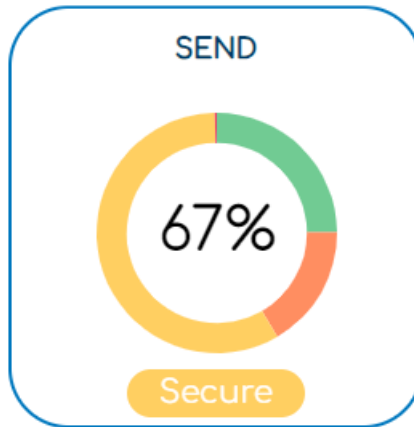


In 2023-2024 our workforce development plan focused on 2 key areas:

Intent - strategic direction for learners with SEND  
Identifying SEND learners

**EvaluateMySchool**

January  
2024



July 2024

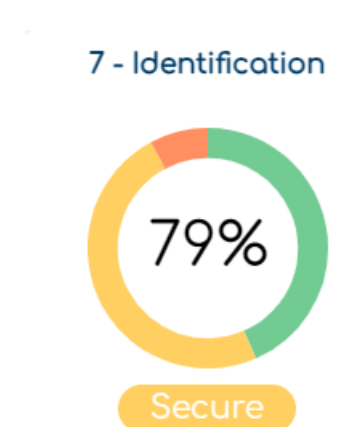
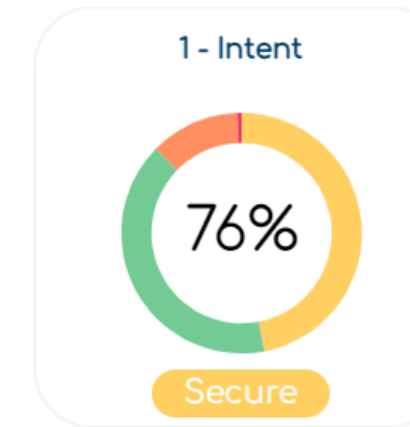
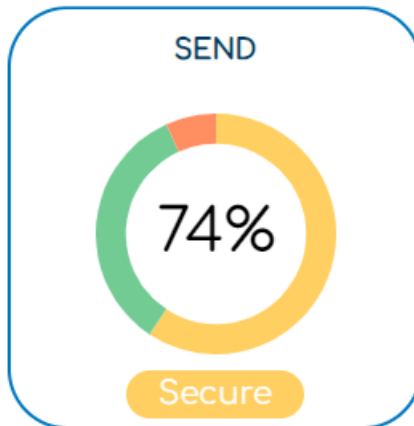


Chart showing  
Percentage of  
schools who  
score “secure” in  
the self-  
evaluation across  
Overall SEND  
Intent  
Identification

(the “secure”  
judgement =  
score 3 on the  
self evaluation  
scale)



# What difference has it made? (Impact)

Our priority areas to support schools with in 2024-2025 are:

Impact – the difference actions have made on pupil progress

Working with learners and families

Effective use of TA's to support SEND learners

Provision Mapping

Our projects, training and CPD will be focused on these areas.



**EvaluateMySchool**



# What difference has it made? (Insights from schools and families )

## **SENCO Network:**

SENCO/secondary academy: "A really informative day, fabulous resources provided and a great opportunity to network with colleagues!"

DfE: "Super event thank you"

HT/Primary: "i would value more training opportunities like this in the future. It has been great having hands on resources and great training opportunities that can be taken back to school."

## **SEND Evaluation and Action Planning Sessions:**

[School Feedback - SEND Evaluations and Report Writing](#)

## **Coproduction:**

" thanks to the DBV Steering Group we, as the NELPCF feel like we understand the point of Delivering Better Value, that we can communicate this to worried families and that our suggestions are listened to, especially around training sessions for families" – PCF Representative (June 2024)



# Impact Measures – School Case Studies

So that we can evaluate the impact of the Delivering Better Value Project, in addition to data metrics we will complete a Case Study for each school in the borough by the end of Year 2 (summer 2025)

The case study will show:

- Training and CPD accessed by the school during the project
- Projects, outreach and provision accessed by the school during the project.
- The difference this have made to the school (summary)
- Measuring impact – school level data for children and young people with SEND (exclusions, attendance, outcomes and progress, provision mapping and cost, EHCP/request for support), insights from classroom teachers and school leaders, policy change, and provision changes.
- Classroom observation – has the project impacted children's learning?
- Feedback from families and young people

# Impact Measures – Case Study Woodlands Academy



# CASE STUDY REPORT

School: Woodlands Primary Academy

Date: July 2024 Key contact: Sara Pearson/SENCO

## Training attended

- SMART targets training (2 hours) + follow up support workshops (8 hours),
- Learning environments (3 Hours),
- SEND for Middle Leaders (16 hours)
- SEMH/behaviour support training (5 hours)

## What impact has the training made in school?

- All students on SEND register have SMART targets created by their class teacher.
- All children with an EHCP have 3 SMART targets created by their class teacher that are short/medium term targets linked to the long-term outcomes identified in the EHCP
- Progress is measured by the class teacher as part of a 6 week APDR cycle and incremental progress is recorded on a child's plan
- All targets are shared with SENCO and child's family, with a view to moving towards some co-production
- Staff confidence in writing bespoke targets for children has increased significantly and staff feel able to write targets that promote and evidence progress and impact.
- Teachers are implementing new strategies to support “challenging behaviour” and have described feeling confident when supporting children who may usually have left the classroom
- Relationships between staff and children who demonstrate “behaviour that challenges” is improving
- Sensory strategies are carefully considered for children and implemented as part of “universal provision” and for children who need personalised support.
- Children's behaviour has improved in classrooms with more children being given opportunities to “co-regulate” with staff and return to lesson. This means children are accessing more learning and quality first teaching.

# CASE STUDY REPORT

School: Woodlands Primary Academy

Date: July 2024 Key contact: Sara Pearson/SENCO

## How do we know?

### Data

- 2 students supported at SEND-K rather than moving towards an EHCP request
- Child A deescalated by the classroom teacher on 8 occasions since training – Child A remained in classroom
- 46 children have new SMART targets, created by their class teacher and shared with their families

### Classroom Observations

- Staff confidence has increased, and de-escalation strategies are used every day with consistency
- Children access personalised sensory support whilst in class, rather than having to leave the classroom
- Teachers have implemented the “iceberg model” – identifying the cause of behaviour and intervening as appropriate

### Discussions with staff

- “I used the strategies from the training and was able to understand why Child A was having a meltdown. We supported him differently and he came for a cuddle and sat down on the carpet for the first time with the other children!”
- “I now feel confident writing targets for children and knowing how to show their progress without spending hours writing up observation notes”
- “transformational training!”

### Feedback with children and families

Child P : “I like my special pen and activity box. [it helps me} stay at my table when I need to”

Family feedback to be collated in October 2024

# Year 1 summary

## Priority: partnership approach to inclusion

How are we  
doing?

On Target



At the end of Year 1 we are “on target” against anticipated delivery milestones for this priority.

A priority for Year 2 is to collate case studies and lived experience examples from 60 schools to highlight impact of the project.

We have spent £137,595  
so far.

This is 42.9% of the  
overall identified  
allocation for this  
priority across 2 years

YEAR 1 DBV GRANT	£387,940.00	IN YR SPEND	IN YR %
Project Support	£25,440.00	£21,822.02	86%
Developing Strategic Role of Senco	£115,000.00	£115,713.01	101%



# What do we still need to do? (Year 2 activity)

## Priority: partnership approach to inclusion



Deliver an awareness and training session for schools and their families around “effective coproduction” and facilitate schools to update their published SEND Information Reports in coproduction with their families – early 2025

Create 10 “SENCO Spotlight Session” videos on identified SEND topics using the “Experts by experience” model and share via the NEL Local Offer

Facilitate 3 x SENCO Network events in 2024-2025, building on the success of those held in 2023-2024.

Support schools to access the second whole school SEND Evaluation in summer 2025 in order to measure the impact of the work across the duration of this project.

Ensure data from Evaluate my School is embedded into our data dashboard and is used to measure progress, evaluate impact and ensure we prioritise training and resources accurately for schools in the future.



## Priority 2: The right support at the right time



# The right support at the right time

## What will this look like?

- Delivering the right education support, at the right time for children and young people who may have additional needs, following a local graduated response to need.
- Ensure practice and decision making is informed by accurate data. Use data to improve performance across systems, services and teams that support children and young people locally
- Develop, in partnership with schools and settings, local, high quality specialist provision for children with additional needs to allow them to access support in their community
- Champion the role of the SENCO as strategic lead for SEND in schools and settings and provide opportunities for sharing of good practice, training and development

# Right support at the right time

## How we will deliver this?

- Strengthen the Graduated Approach to SEND, including identifying and meeting needs early within inclusive school cultures and defining Ordinarily Available Provision. Ensure this is easily accessible via the Local Offer
- In collaboration with local Trusts and schools, further develop the network of resource bases and enhanced mainstream provisions across the borough
- Develop a digital data dashboard that provides updates and transparency of SEND data and metrics. Create an online portal for partners to access dashboard.
- Assess current process for assessing SEND need and allocating funding. develop financial reporting tool to share key trends and financial performance and complete review of high needs spend and school places
- Create a SEND support services virtual platform for schools and Academy's to access inclusion tools, strategies and training Continuing Professional Development (CPD) materials at a universal and targeted and specialist level

# How will we know we have been successful? (Impact measures)

## What we will see;

- A smoother, more integrated approach to service delivery which improves waiting times and timely access to services whilst reducing anxiety and stress for young people and their families.
- An increasing number of children having their met at SEND support.  
(School case study)
- Slowing of demand for special school places.
- Childrens needs not escalating as they have the right provision and support.
- What data will we use to show impact?
  - Number of children and young people starting EHCPs
  - Number of children and young people starting specialist placements
  - Number of children access support at “SEND-K” and EHCP
  - EHCP issue timeline- statutory 20 week timescale
  - Reduction in High Needs Block spend
  - Number of EHCP’s ceased annually



# What have we done so far? Activity in Year 1

## Priority: right support at the right time



- Opened “Launchpad” a specialist resource base situated in a local primary school. Launchpad offers 12 places for children with SLCN difficulties
- Of the 11 children accessing Launchpad provision, 3 have moved to specialist provision, 1 child has progressed to fulltime mainstream lessons and 8 others are accessed some mainstream sessions. The end of year report for launchpad can be found here:
- Continuing to develop resource base provision in schools (SEMH and SLCN) with 4 due to open within 12 months, adding local specialist capacity to the system
- Commissioned The Centre for Disabled Children to review our graduated approach and support creation of an updated, all age Ordinarily Available Provision resource – commences early 2025
- Commissioned national specialist partners Trauma Informed Schools UK and The National Autistic society to support delivery of Resource Specialist Provisions in local primary schools (2 x trauma and 1 x autism support) this will include: policy and culture, staff training and supervision, curriculum adaptations and working with families.
- Prototype data dashboard created and tested in Delivering Better Value steering Group and operational Boards. Changes have been identified and are being actioned.
- Significant data cleansing and audit taking place to ensure future accuracy of historical data sources and reports.



Launchpad end of  
year report 2024

## What difference has it made? (Impact)

Children accessing Launchpad provision are achieving age related milestones including passing their Phonics screening Test and one child accessed his first ever sports day!

Children accessing Launchpad have access to a bespoke holiday activity programme via the new HAF.

A large local multi academy trust have committed to trauma informed practice and culture within their 2 x resource provisions and in the wider trust. This has included, to date, recruitment of staff and curriculum design.

SEND and Inclusion data utilised (in the updated format) at the recent OFTSED monitoring visit (Sept 24) and will now inform future provision and resource allocation.





# Year 1 summary

## Priority: right support at the right time

How are we  
doing?

Behind  
target



At the end of Year 1 we are “behind target” against anticipated milestones around the data dashboard.

Risk mitigation is in place and additional capacity (through a Data Engineer) is in place to support completion of the data dashboard.

Resource specialist provision is expected to open as follows:

- Primary resource base for SEMH– January 2025
- Secondary resource base for ASD – January 2025
- Primary resource base for SEMH in new school) x2 – December 2025

We have spent £81,454  
so far.

This is 16.9% of the  
overall identified  
allocation for this  
priority across the 2 year  
project

YEAR 1 DBV GRANT	£387,940.00	IN YR SPEND	IN YR %
Data/Finance	£77,500.00	£68,584.90	88%
SEND Services Capacity	£100,000.00	£12,869.10	13%

# What do we still need to do? (Year 2 activity)

Priority: right support at the right time

Complete Ordinarily available provision project with the CDC and Local Partners and update graduated approach resource. Provide training sessions for professionals and families.

Support resource base opening as per schedule and ensure robust quality assurance and monitoring

Review of high needs spend and process for accessing SEND support and resources (panels via the ongoing AP review)

In collaboration with local SENCO's and MAT SEND leadership, create SEND support platform for SENCO's.

Use the completed data dashboard to evaluate performance against statutory metrics, drive service change towards efficiency, prioritise resources and spend towards early identification, measure impact of projects and ensure compliance with governance.



Priority 1:  
Building capacity and  
enhancing workforce  
specialism



# Capacity building and workforce development

## What will this look like?

Building the capacity of the workforce to meet a diverse range of needs, enhancing the inclusion, wellbeing and outcomes of children and young people with SEND.

- Add capacity to specialist services and teams where this is needed, particularly early support for speech and language
- Provide opportunities for the local integrated workforce to access high quality, evidence-based training and development and projects that enhance existing skills and experience in relation to SEND and inclusion

# Capacity building and workforce development

## How we will deliver this?

- Create a robust training programme to upskill practitioners across the Borough settings to increase and widen their knowledge and confidence in meeting the needs of children and young people within their setting
- Increase capacity in the Speech + Language Therapy team by recruiting Speech and Language Therapist or alternative solution to enable further capacity to meet increasing demand of requests for EHC assessments.
- Commission, through an outreach model of intervention, support for children and young people who have additional, identified needs

# How will we know we have been successful? (Impact measures)

## What we will see:

- Training has a positive impact on children's lived experience which is evident in their educational and wellbeing outcomes..
- An increasing number of children having their met at SEND support. (School case study)
- Children's needs not escalating as they have the right provision and support.
- Plans for children (EHCP, PEP, SEND support) are high quality, demonstrate SMART targets, child centred planning and facilitate improved education outcomes
- Schools, services and professionals utilise robust impact measures when evaluating progress (e.g. self evaluation, use of graduated approach, provision mapping)
- Children and young people access high quality support in a timely way that supports them to remain in mainstream provision where possible
- Increased confidence in schools and LA SEND services.
- Improved lived experience for children and young people and their families, specifically around SEND support and provision
- Professionals feel confident to support children and young people

## What data will we use to show impact?

- Number of children and young people starting EHCPs
- Number of children and young people starting specialist placements
- Number of children access support at "SEND-K" and EHCP
- EHCP issue timeline- statutory 20 week timescale
- Reduction in High Needs Block spend
- Number of EHCP's ceased annually



# What have we done so far? Activity in Year 1

## Priority: capacity building and workforce development

- 412 professionals (from schools, early years settings, alternative provision providers, SEND and education services, children's social care and health) accessed bespoke CPD to improve SMART target writing. 73% of delegates felt the training would have an immediate impact on their practice and planning for children and young people.
- 96 professionals across integrated services accessed “person entered planning” training to support development of children's plans, specifically around capturing child voice. 100% of the delegates felt the training and resources would have an immediate impact on their practice.
- 187 professionals across integrated services accessed “intensive interaction” training to support their communication skills with non-verbal children and adults. 94% of delegates felt the training and resources would have an immediate impact on their practice.
- 37 teaching staff accessed “Effective Scaffolding” training and accessed training resources to support them to disseminate the course content in their school or setting.
- 67 teachers and school leaders attended “SEND for Middle Leaders” training to support them to develop effective SEND provision in their area of responsibility. 87% of delegates felt they could now make improvements to their curriculum offer and/or reasonable adjustments provision following the course.
- 45 teachers and school leaders attended “Creating effective learning environments” training to support delivery of quality first teaching and learn about how to create sensory experiences for children. Delegates were provided with resources to support dissemination of the course material in their schools/settings.
- Five primary schools and one secondary academy accessed bespoke whole school training around “managing behaviour and SEMH needs” to improve their skills and knowledge in these areas, directly leading to three settings amending their whole school policies around behaviour, inclusion and/or provision.
- 24 professionals from early years settings and services attended the “curiosity programme,” training around play-based support and interventions.

# What have we done so far? Activity in Year 1

## Priority: capacity building and workforce development

- 6 professionals from across integrated services (special school, SEND Services, health/NHS, family Hubs) are now trained to deliver the National Autistic society's Early Birds programme to parents/carers of children newly diagnosed as having autism.
- 24 professionals from early years services qualified to deliver "neurodiversity in the early years" training to settings.
- Commissioned a speech and language therapist to deliver direct work and support for 12 children who are accessing mainstream education
- Completed an independent review into local speech and language services including access pathway, waiting list timeliness, early identification and intervention and accessibility of provision. Report and recommendations are being finalised.
- Provided all schools with a WELLCOMM toolkit, digital assessment tool licence and training, complimenting the offer for local early years settings, to facilitate evidence based early identification and intervention for SLCN.
- Provided all schools access to Widgits, an online visual timetable tool to support children who require differentiated or personalised provision for communication needs.
- worked with the NHS to reduce their waiting list times in speech and language for children with EHCPs, reducing the waiting list significantly. An additional 28 children were assessed across 6 months.
- Commissioned a local specialist setting to deliver outreach support for 30 children who have identified SLCN needs and are attending mainstream settings. Springboard Outreach focuses on supporting early identification of need and timely intervention by increasing the skills and confidence of mainstream professionals.



## What difference has it made? (Impact)

Children accessing Launchpad provision are achieving age related milestones including passing their Phonics screening Test and one child accessed his first ever sports day!

Children accessing Launchpad have access to a bespoke holiday activity programme via the new HAF.

A large local multi academy trust have committed to trauma informed practice and culture within their 2 x resource provisions and in the wider trust. This has included, to date, recruitment of staff and curriculum design.

SEND and Inclusion data utilised (in the updated format) at the recent OFTSED monitoring visit (Sept 24) and will now inform future provision and resource allocation.



# What difference has it made? (Insights)

## SMART Targets CPD sessions feedback:

"[The] training has already had a demonstrable impact in our classrooms; children's needs are understood and catered for on a daily basis using the strategies she shared with the team" – Principal

'[The] coaching of smart targets was precise and informative. [The trainer] makes you focus about the needs of the children and how to articulate this in words. I have appreciated [the] direct manner and lack of ambiguity.' - Class Teacher

'As a class teacher, I thought that my SEND targets were ok. Once I'd completed [the] SMART target workshops, I knew how to make sure that they were more of a useful and workable document for the children in my class. This has greatly improved my setting of tighter and measurable targets which can be reviewed easier and more effectively.' - Class Teacher

'The content shared by [the trainer] was appropriate and very useful. Many of the ideas and strategies shared have already proved to be of great use, with several children benefiting. The impact of the training can be seen in the positive behaviour and learning that is taking place.' - Class Teacher

'The training and coaching around SMART targets and behaviour has been incredibly valuable. Our staff are now able to write SMART targets that are relevant and are having a positive impact on the progress the children are making through targeted support. Through the behaviour training sessions our staff now have a greater understanding of children's needs and how they can be met through positive relationships and interactions, this has led to children's needs being catered for and understood on a daily basis.' - Vice Principal

# Year 1 summary

## Priority: capacity building and workforce development

How are we  
doing?

On Target



At the end of Year 1 we are “on target” against anticipated delivery milestones for this priority.

A priority for Year 2 is to collate case studies and lived experience examples from 60 schools to highlight impact of the project.

We have spent  
£53,177.99 so far.  
This is 26% of the  
identified allocation for  
this priority across the 2-  
year project

YEAR 1 DBV GRANT	£387,940.00	IN YR SPEND	IN YR %
Workforce Development	£70,000.00	£53,177.99	76%

# Progress against our project milestones

Milestone	When
Secondment of SENCO resource	July 2023
Development of a programme of CPD in conjunction with the LEARN teaching school	August 2024
Communications & Launch	Sept 2024
Reduction in inappropriate Requests for EHCP	July 2024
Evaluation & Commissioning Review	July 2024

Developing the strategic role of the SENCO



Milestone	When
Mapping, consultation and design of capacity increase plan	May 2023
Recruitment of capacity	July 2023
Parents/carers report improved communication & support	March 2024
Fewer requests for specialist provision primary need ASD	April 2024
Quarterly performance reporting and insights gathered continue to shape and direct capacity	Nov 2024

Increasing ASD support capacity



Milestone	When
Mapping, consultation and design of capacity increase plan	May 2023
Recruitment of capacity	July 2023
Increase in SALT assessment timeliness	December 2023
Parents/carers report improved communication & support	March 2024
Quarterly performance reporting and insights gathered continue to shape and direct capacity	Nov 2024

Increasing SALT capacity for SEND



# Progress against our project milestones

Milestone	When
DBV workshops with Settings	February 2023
Performance dashboards shared	April 2024
Quarterly performance and assurance used to target and direct resources	September 2023
Repeat case reviews to determine whether ideal is met through EHCP	July 2024
Stakeholders report increased inclusive practice in settings	September 2025
Increase in EHCP timeliness	December 20235

## Data improvement and performance



Milestone	When
Programme offer design/development for wider workforce in consultation with settings	December 2024
Launch Programme	September 2023
Train the Trainers rolled out (Continuous Development)	Sept 2023
Increase in skills and confidence (Annual Survey)	July 2025

## Workforce Training Programme



# What do we still need to do? (Year 2 activity)

## Priority: partnership approach to inclusion



Deliver training as identified in the Workforce Development Plan including BUSS Level 1 awareness, high quality provision mapping, emotion coaching and coproduction

Ensure all 60 schools and settings complete SMART targets training and a case study for the DBV project.

Utilise the SALT review to determine an action plan to reduce waiting lists and improve parent/carers confidence in SALT services

Expand Springboard Outreach to include a school helpline, universal training around ASD and a further 12 months of direct work in schools.

Deliver the following whole school projects as per delivery plan: Positive Regard (8 schools), ELKLAN Communication Friendly Settings (12 settings), BUSS Model (2 settings) and Maximising the impact of Teaching Assistants

Complete a case study and “pupil journey” evaluation to measure impact of the Delivering Better Value project in each school