Appendix 1
RESP Update for Improving Lives
11th June 2019

SEND

Key Priority	Action Point	Update
In 5 years the high needs block funding for out of authority placements have doubled in cost. This is unsustainable by the authority. Out of authority place funding is 64% of the whole special school budget for Rotherham schools.	• Map out the out of authority placements in terms of location, potential return, cost and care needs. • Enhance the QA procedures for out of authority placements. • Identify team to support QA of PCRs / EHCP review for out of authority students.	All special school heads signed up to SEND review training. All committed to supporting commissioners on QA of out of authority places. Map of where out of authority placements are and reasons why they are there is currently being worked on by commissioning. This data will allow commissioners to assess where placements could be better supported within the LA rather than expensive out of authority.
2. SEND sufficiency review to be re-evaluated and areas sustainable growth to be identified from 0-25 years.	• Review LA SEND provision with discussions for potential growth areas matched to need. • Clear report on what we have and what we are missing to be devised working backwards from ideal to positive and possible. • Schools to commit to what they can offer, timescales	Up to date figures by data team show key growth for MLD, ASD, SEMH. Schools committed to original expansion plans but this won't be enough to meet growth and return children back from out of authority places. No more special schools to open to work has to be on moving services to support inclusion in mainstream. Special school Heads interested in developing opportunities for services to be delivered and based within the special schools therefore allowing the level of expertise to be shared within mainstream.

	and what target pupils will be.	
3. Dual funded places to have clarity in their procedure and policy.	• Evaluate how many dual funded places are currently in place and where best practice is. • Working party to write procedures and policy in relation to safeguarding, attendance, funding of dual placements. • Dual placement growth to be included within key priority 2.	Guidance sought from Dean Fenton and Kathryn Wiltshaw. For PRU – element 3 funding stays in the host school too long or not shared equally following the child. Clarity now needed for responsibility of host school to give a child sense of belonging to their community. Involvement for some is just at CIN meetings which isn't conducive to dual placement. Work with Mary Jarrett / Kathryn Wiltshire for clarity on dual registered provision.

GRT

Key Priority	Action Point	Update
1. Improving reading ages of GRT students	• Set up reading project with Secondary pupils leading primary students reading • Train Secondary reading ambassadors • Coordinate reading programme with catchment schools	John Greaves (RMBC Libraries) spoke of a proven successful school/setting offer of "novel study" engaging GRT/disadvantaged/EAL boys. Presentation from Wales High School Literacy coordinator
2. Early Years- improve educational 2&3 year old take up	• Agree GRT advocates for educational offer take up • Coordinate work with Children's centres and Primaries	Aileen Chambers: The take up of 2yr old places in Eastwood remains a challenge so the team are swiftly switching to home working, supported by additional funding (South Yorkshire Funding bid) "Parent child plus" home learning. Paula Williams interviewed for "Family lives" coordinator on 29.3.19 Staff are now having training currently to deliver the 2 sessions per week to families. York and Durham University will evaluate the home learning project.
3. Agree Positive role models to attend assemblies and promote positive engagement	• Identified GRT role models to arrange to visit schools and lead assemblies/ rewards presentations	No update – non-attendance of Clifton Learning Partnership
4.Improve communication with 'Confident Communities' meeting	• Agree programme to reduce tension between GRT and APKN communities • Agree with Police partners to attend schools in Clifton Learning Partnership for pro-active, positive presence • Agree participation in 'Sophie Lancaster Project'	No update – since attendance of Sam Barstow and his sharing of Eastwood plan.
5. Address unfair	• Pursue DfE and ESFA to	Dean Fenton and team spoke of changing the Admissions form to include information

| funding | address issue of post census date arrivals
• Ensure admissions procedures include SEN (early)assessment | about SEND/SEMH needs. Pathways were now being introduced to support the screening of Newly arrived families with specific HI/S+L needs etc.
Amanda Benton fed back on the conference call with Pepe and an MP. Focus: there are challenges facing a number of schools across the borough in that a large proportion of children/students are of a transient population – mainly from Eastern Europe - that arrive post census date in October.
Many of the children arriving after census date present a number of issues to the existing staff: SEND/EAL/HI. Individual schools are facing major challenges with provision with no recognised funding available because of the way funding is connected to the census and paid the following April.
Participants in the conference call suggested the funding may need to be addressed differently. A model exists with LAC funding.
One school gave the example of 292 children on the census, rising to 321 by the following April. |

Early Years

Key Priority	Action Point	Update
1. Develop System Wide approaches to improving speech, language and communication skills within the Early Years	• Complete the Early Intervention Foundation maturity matrix • In partnership with South Yorkshire Futures and the LA's in the combined authority (Sheffield City Region) develop and submit a bid for the Early Outcomes fund • Explore the opportunity to be a partner with York partnership for the Early Outcomes fund • Develop Strategic Partnerships with a specific focus on speech, language and communication.	Matrix completed for the bidding process and collated as a South Yorkshire overview. Bid submitted and conformation was received to say the bid had been successful. South Yorkshire bid was successful as it was built on the current South Yorkshire Futures partnership so Rotherham didn't bid with York. The project start date was April 1st 2019 so work is currently underway to set up the outcomes of the project and key staff are just being sourced to begin the work.
2. Improve language, social and emotional development for disadvantaged 2 year olds through the South Yorkshire Funding bid for Home Visiting.	• Provide an overview of data for disadvantaged 2 year olds • In partnership with South Yorkshire Futures and SY Local Authority colleagues ensure Rotherham's access to the successful bid. Roll out the project within Rotherham. • Access to the Home Visiting scheme in line with the bid.	Initial work has started to identify the children within the scope of the project. Rotherham were invited to be on the interview panel for the designated Co-ordinator and the successful candidate is from services in Rotherham and will commence post in May 19. The direct work with the families will begin June 19.

3. Improve children's early language, literacy and numeracy through high quality, evidence-based professional development support for early year's practitioners in pre-reception settings.	• Access the Professional Development Fund • Identify suitable local practitioners to take on the role of Early Years CPD Champions • Identify and bring schools and PVI settings together as CPD partnerships, paying staff backfill costs for practitioners to attend CPD free of charge. • Roll out the project in line with the requirements set out nationally	DFE funding has been received to set up the initial parts of the Partnerships. CPD champions criteria has now been received and the selection process will now commence. The National Training provision has had a contract delay and so this will delay the information being cascaded in relation to the commitment of the CPD champions.
4 Through regional developments set up 'Action Learning' sets to increase early identification of speech, language and communication needs through developing an whole setting approach to supporting SEND, working with parents, improving the local offer information around EY	• Work with regional colleagues to be part of the project • Access the 'Action Learning Sets' • Disseminate the learning to Rotherham providers	The Action Learning Sets work commenced February 19. Rotherham SEND colleagues met with Regional and Humber colleagues and worked through a matrix for identifying SEND issues and key priorities in Early Years. Priorities identified include – Funding – Data – Transitions between PVI and Schools. Rotherham was successful in then submitting an additional request for support for Whole Setting Approach to inclusion and was successful. This piece of work begins May 19 with NASEN.

5. Develop Social Mobility through Strategic Partnerships with South Yorkshire Futures to close the 'word gap' in the early years.	• Work with key partners in South Yorkshire to further develop the Strategic work of South Yorkshire Futures • Join together the work of the 4 projects above.	Rotherham is working with South Yorkshire futures on the Early Outcomes project which is still developing the SYF work. All 4 projects above link into the work of the SYF remit.

Primary

Key Priority	Action Point	Update
1. Building on improvements made in attainment in 2018, secure further gains in reading at both EXS+ and GDS/HS at both KS1 and KS2	• RoSIS Teaching and Learning Consultant and SLE support for schools in phonics including: bespoke training in schools, school-based workshops to support parents / carers to help their children to use phonics to decode, central training for Teaching Assistants, central training for teachers new to the phonics screen check, school-based phonics reviews, additional mentoring and support for some phonics leaders and phonics training for foster carers. • A wide range of reading-focused CPD opportunities for staff available from RoSIS to schools to support improvements to teaching of reading at both KS1 and KS2. These include: Reading for Enjoyment training provided by the National Literacy Trust, Building an Outstanding	The 'Enhancing Language Acquisition' project was a successful DfE SSIF bid that has run from Jan 2018 to April 2019. A final evaluation of its impact on vocabulary growth on pupils involved in the project (from Y4-Y9) will be completed by end of May 2019. Interim evaluations have been very positive in schools that have fully engaged in the project (24/32 schools). Participating schools will be able to continue working with Bedrock Learning on the project from April 2019 and a new cohort of schools can join from September 2019 as part of the RoSIS Traded Service offer for 2019-20. Rotherham primary schools have become involved recently in the work of the new DfE-funded literacy hubs whose work focuses on improving provision and outcomes in phonics and reading in EYFS and KS1. They have attended launch events at either Whiston Worrygoose J&I School or St. Wilfrid's Catholic Primary School (Sheffield). Further CPD is planned through both of these local literacy hubs.

	Reading School CPD by James Clements, Teaching and Learning Consultant and SLE support in schools around the teaching of reading comprehension, assessment support for Y2 and Y6 teachers, school reading reviews with senior and middle leaders, provision of resources (written by LA Consultants) to support quality planning in reading, school-based work to support parents in helping their child with reading and targeted support workshops for KS1 and KS2 reading. • 'Enhancing Language Acquisition' project – building pupils' knowledge and understanding of academic vocabulary for KS2 and KS3 pupils (Y4-Y9).	
2. Improve outcomes in KS2 mathematics in order to address the decline at both EXS+ and HS in 2018	• A wide range of mathematics-based CPD opportunities for staff available from RoSIS and the South Yorkshire Maths Hub to support	The key message that has been delivered to schools is that in order to improve pupil outcomes at both KS1 and KS2, children need to be taught mathematics really systematically and effectively so that their mathematical fluency / recall is well developed as well as their reasoning skills and ability to solve mathematical problems.

	improvements in teaching of maths at both KS1 and KS2. These include: Roadmap to Mastery CPD, Working with a trained Mastery specialist, SY Maths Hub and NCETM work groups, assessment support for Y2 and 6 in mathematics, maths reviews with senior and middle leaders, school-based workshops to support parents/carers when helping their children with maths, a targeted support workshop for KS2 mathematics, central training on bar modelling and developing children's fluency in mental maths, subject knowledge training for NQTs and RQTs.	
3. Close the gap between the achievement of disadvantaged pupils and others at KS1 and KS2	• Organisation of PP Reviews in schools as part of the RoSIS 2018-19 Traded Services offer by team of trained nationally accredited PP reviewers. • Standing agenda item for RoSIS termly 1:1 meetings with school leaders –	13 PP Reviews have already taken place since September 2018 and a further 18 are scheduled for before the end of the autumn term 2019. 46 delegates from 31 schools attended the targeted support workshops held in January 2019 focusing on improving the performance of disadvantaged pupils in KS1 and KS2. 7 different schools shared their 'best practice' in this area.

	focused discussion around provision for and outcomes of disadv pupils. • Hosting of school-based professional learning "best practice" sessions at two primary schools with a proven track record of high performance for disad pupils • Targeted support workshops with focus on improving the performance of disadvantaged pupils in KS1 and KS2. • All governing boards encouraged / advised to appoint a designated governor with responsibility for the provision and outcomes for disadv pupils.	
4. Improve performance at HS/GDS at KS2 in all subjects but especially the core subjects ie reading, writing and mathematics	• RoSIS Teaching and Learning Consultant and SLE support for schools in reading, writing and mathematics, science, history and geography including: central subject knowledge training, bespoke support / training in schools, subject leader network meetings, assessment and moderation support for Y2	Presentation at the Primary Heads' meeting in February 2019 from a senior leader of a primary school in Sheffield on how to construct an outstanding curriculum that leads to outstanding outcomes for pupils. 64 Headteachers / Senior Leaders attended the meeting. 3 Heads have already visited the Sheffield primary school and a further 24 senior leaders are booked on to visit there in June 2019.

	and Y6 teachers, provision of resources (written by LA Consultants) to support quality planning in reading and writing. • Visits by primary Associate HT workforce to outstanding schools outside of Rotherham eg Sheffield and Birmingham.	

Secondary

Key Priority	Action Point	Update
1. Improve Progress in Core Subjects at KS4	• Appoint Lead practitioners in Core Subjects • Agree Job descriptions and appointment schedule • Agree funding model with Secondary schools • Agree KPI & action plans for Summer 2019	Core Subject Leads have been advertised in schools and expressions of interest requested. Feedback on the process and potential applicants will be discussed at the Sec Heads meeting on 23rd May.
2. Improve Attendance	• Re structure attendance strategy to align more closely to school leadership • Review use of FPN • Improve information sharing between schools and RMBC	Attendance is on the agenda for the Sec Heads meeting on 23rd May. The LA will be present to discuss new strategies to support an increase in attendance and decrease in persistent absenteeism across the authority.
3. Improve Recruitment & retention	• Establish more close working partnerships with TSA, Hallam and Sheffield University • Use Lead practitioners to identify and develop aspiring leaders	Please see Priority 1 (Lead Practitioner).
4. Improve performance of disadvantaged	• Key focus for Lead practitioners • Attendance/GRT and SEMH strategies to support this	See GRT priority See Priority 1 (Lead Practitioner)
5. SEMH	• Work closely with the SEMH group to establish and embed the SEMH strategy	See SEMH priority

Post 16

Key Priority	Action Point	Update
1. Ensuring continued broad curriculum offer for Post 16 students in Rotherham.	Share information about curriculum offers (level 2 and level 3) from the different providers. By sharing this information, we can spot possible gaps in provision where 1 centre may have a specialism.	Timetable alignment and sharing students was discussed but not considered to be a practical option in this next academic year
2. Careers and work experience	To share access to large Careers Fairs To develop and build the relationship with South Yorkshire Futures (SYF) to create a central hub for work experience and apprenticeship opportunities for students	South Yorkshire Futures have agreed to join the next Post 16 network meeting to agree a plan to improve access to work experience
3. Post 16 SEN and mental health provision	Create links with GP groups to try to limit the practice of 'signing off' students with anxiety and mental health problems. In most cases students do better when they come in and access support. Conduct a survey at the start of the new academic year to find	Support has been brokered from local GP groups A plan has been agreed to survey and audit current provision and then analysing results of survey.

	out where students would go to access mental health support (common survey) so we can all act on findings Share the good practice that was outlined in the meeting (Trailblazer, Mental health advocate training, training for Looked After Children with attachment issues) Create an SEN post-16 sub group?	Jenny Lingrell to present brief overview of SEN sufficiency strategy with post 16 focus to next meeting
4. Knife crime awareness / prevention	On agenda for next meeting to try and take coordinated action.	Police and LA and other organisations have been scheduled to support post 16 providers with this issues

SEMH

Key Priority	Action Point	Update
1. SEND Sufficiency Strategy	• Develop a clear understanding of current and projected levels of need for C&YP with EHCP & SEND Support • Consult to match data with school experience • Map need against current provision • Market position statement and commissioning intentions	Sufficiency data prepared Sufficiency Strategy published including commissioning intentions Permission to consult with schools requested by RMBC Cabinet (May 2019) School Proposals to be submitted and evaluated (July 2019)
2. SEND Provision Development (new school places – LA led)	• Sub-regional work to engage with development of Free Schools • SEND Capital Development Strategy	See above
3. Flexible Provision (school led)	• SEND Sufficiency Strategy • (Internal) Market development event	See above
4. SEMH Partnerships	• Map primary and secondary SEMH Partnerships • Agree & formalise terms of reference • Define interface with pupil management / strategy management groups	AD for Education & AD for Commissioning, Performance & Inclusion continue to consult with stakeholders Timpson Review published May 2019

	• Specify funding requirements • Options appraisal for inclusion incentives • Build in check & challenge	
5. Inclusion Support	• SEND Sufficiency – does provision meet demand • New models of support • Effective interfaces with flexible provision / SEMH Partnerships • Review traded offer	Draft SEND Sufficiency Strategy also references inclusion services Workshop with RESP (April 2019) Workshop to establish principles prior to full Project Initiation (May 2019)