

## Special Educational Needs and Disabilities - Autism Provision and Nurture Hubs

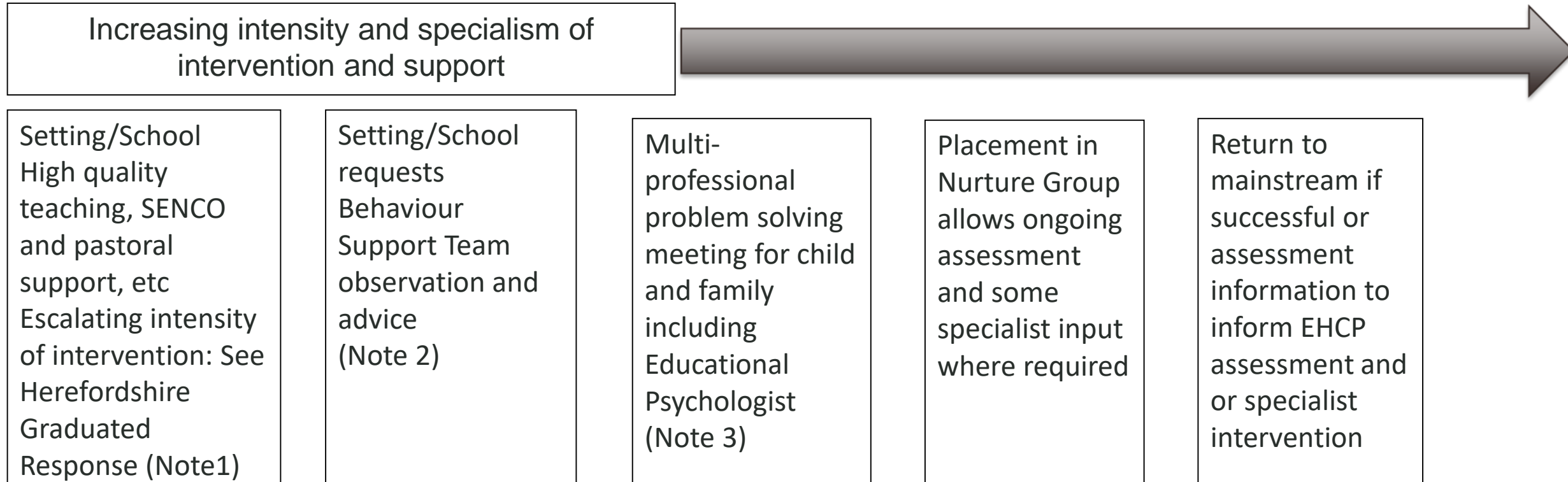
# Autism Provision (green under development)

- Early Years – Multi-disciplinary Diagnosis, COSI Group, Early Bird, transition to school
- Mainstream Schools – **AET Training**, Outreach support from Hampton Dene
- Mainstream Autism Bases – Hampton Dene and Bishops. **Additional capacity at Hampton Dene. Further capacity needed. Another round of sufficiency work.**
- Secondary Autism Hub for autism and anxiety – finding suitable premises and bid for provider to lead it
- Special School cohorts already include autism. **Special Free School Bid being considered for Autism and LD.**
- Use of Independent and Non-maintained special school. **Need to reduce use**

# Nurture Hubs

- To address attachment and childhood trauma (not autism)
- Intensive 1 year intervention
- Pilot agreed for 2 years from High Needs Block – cost defrayment
  - Leominster Primary
  - Broadlands Primary, Hereford
  - Ashfield Park, Ross
  - Lea and Gorsley Goffs combined
  - Lord Scudamore (from Sept 22)
- Extends SEMH continuum of provision See next slide
- 7 places per hub - 5 from own school and 2 from neighbouring schools
- Seeking geographical coverage
- Pilot project at Earl Mortimer for secondary
- Pilot of counselling outreach (Orleton Primary) to address travel difficulties for some

# Proposed Graduated SEMH Pathway to address gaps



1. Link to Herefordshire graduated response/intervention guidance:

[https://www.herefordshire.gov.uk/downloads/file/16977/intervention\\_guidance\\_for\\_send\\_in\\_schools\\_and\\_other\\_educational\\_settings.pdf](https://www.herefordshire.gov.uk/downloads/file/16977/intervention_guidance_for_send_in_schools_and_other_educational_settings.pdf)

2. The Behaviour Support Team (BST) are funded to conduct observations in EY and KS1 (up to Y1) and to provide advice on strategies. They will make a follow up visit. This service is free to EY settings and primary schools as part of our drive for identifying early. Work beyond this is charges by the Behaviour Support Team. Contact: [Rhiannon.Thomas@herefordshire.gov.uk](mailto:Rhiannon.Thomas@herefordshire.gov.uk)

3. Referral to multi-professional problem solving triggered by Social Inclusion Officer/ BST

# Emotionally based school avoidance project

- EBSA is often underpinned by high anxiety. This may not be apparent to the adults who know the young person well. When anxiety is linked to school avoidance, the young person experiences anxious thoughts around attending school. They may also be fearful that they cannot cope in school.
- High levels of anxiety are particularly common in young people with autism. Although there is little research showing the prevalence of young people with autism and EBSA, evidence does suggest those with autism usually have increased anxiety so could be more at risk of EBSA. Pilot agreed for 2 years from High Needs Block – cost defrayment

# Emotionally based school avoidance project

## PHASE 1: Low or intermittent attendance falling below 90%

### • PERSONALISED PLAN

- Gain the views of the child and family
- Convene a 'Team around family'/TAF meeting
- Establish a plan with a personalised approach and levels of support

### • PERSONALISED SUPPORT

- Suggested strategies:
  - regular contact with a trusted adult
  - a safe space to go to
  - contact with child and family every day they are not in school
  - identify emotional hotspots and provide support to reduce their impact

## PHASE 2: Persistent absence after intervention for 6 weeks

### • INDIVIDUALISED PLAN

- Convene a TAF review meeting, evaluate and adjust the strategies
- Involve other services if necessary, implement higher level of support.

### • INDIVIDUALISED SUPPORT

- A graduated and achievable plan for return to school
- Identify the sources of anxiety preventing attendance and create a hierarchy of manageable steps
- Identify any learning or curriculum needs and support to reduce these
- Significant daily contact from a trusted adult
- An example of a support plan and its key features is outlined in Herefordshire's EBSA guidance

## PHASE 3: No longer attending regularly after a plan and individualised support

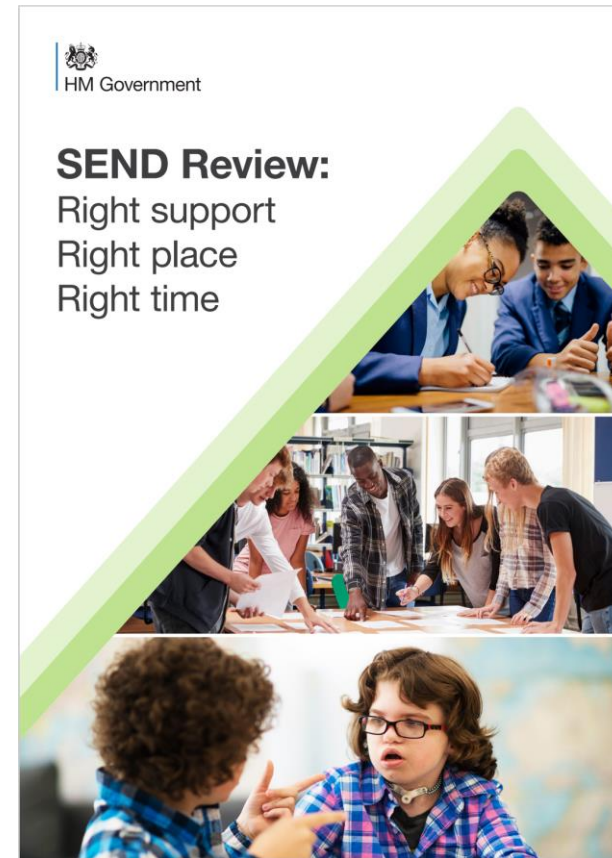
### • MULTI AGENCY INTERVENTION

- Review the plan with a TAF, with consent of family and child discuss next steps and involvement of other agencies, including a request for the EP service to become involved

### • CONTACT THE HEREFORDSHIRE EPS FOR EBSA INTERVENTION IF:

- The non attendance is emotionally based
- A gradual and individualised plan of support has not achieved attendance
- The pupil has been attending in the last 3 months (longer term non-attendance may not be suitable for this intervention/project).

- SEND Review 2022-  
Green Paper
- Right Support, Right  
Place, Right Time



[SEND Review - right support, right place, right time \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Opportunity for all - Strong schools with great teachers for your child \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

# The Objective

- All Children fulfil potential and lead happy, healthy and productive adult lives

But...

1. Navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families.
2. Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure.
3. Despite the continuing and unprecedented investment, the system is not financially sustainable



## What is not working?

- Inconsistencies in identification – schools biggest difference
- Settings ill-equipped to identify and support
- Not clear what parents can expect from local mainstream settings
- EHCPs seen as only way of getting support – increased pressure on the system
- Pressure for specialist – long journeys for children with highest needs

*Financial resource and workforce capacity is pulled to the specialist end of the system so there is less available to deliver early intervention and effective, timely support in mainstream settings.*

# In Summary...

SEND Review identifies the problem namely...

- Nationally (and locally) spending a lot often with poor user satisfaction, despite the efforts of very committed staff across all agencies
- It is positive that it is clear that an inclusive system is what is needed...
- Use of standards to provide clarity welcomed... but open to interpretation
- But the recommendations in the SEND Review and the Education White Paper still create tensions in support of anti-inclusive practice and a more fragmented system
- Maintaining the current EHCP system which can create a perverse incentives in the system.
- Also do not feel that the solutions proposed are strong enough levers to recreate a more inclusive system, e.g. Use of funding to drive change very limited and Ofsted inspection of schools limited focus on SEND.

# Herefordshire is well placed to implement recommendations

Many of these are already wholly or partially in place:-

- SEN referral panel is not dissimilar to the proposed model – could be quickly adapted for the decision appeal panel
- Much improved co-production systems with parents and carers – Co-production Charter
- Already implemented the PRU funding model suggested, PRU more part of SEND landscape than in some areas – requirement for it to be ‘governed’ by SEND Partnerships
- Already operating a funding matrix; changing to a national model would not be too much of a challenge,
- Already have a good relationship with health partners.
- Already have a SEND Strategy (Partnership Group)
- Already have elements of the ‘Inclusion Plan’ in place in the form of the Strategic Action Plan
- Some elements of training for schools/settings, e.g. AET autism training, L3 SENCO award for EY
- FSW EHCP screening – review comments it is the lower level care needs
- Thinking around SEND dashboard already underway

# More of a challenge...

- Strategic Leadership... depending on the nature of the partnership arrangements envisaged
- Review has a big focus on national standards for almost everything– Will take time and resource to embed
- Really poor data systems in education – digitised EHCP?
- List of independent school settings – how will this be commissioned?
- DSCO arrangements – statutory requirement for social care advice
- Streamlining of EHC and social care systems – different legislative strands
- Issuing new plans after annual review with statutory deadline
- What will Regions group look like? Funding agreements for LAs and hold LAs to account

# Challenges for the SEN System

*Main challenges are from increasing demand, the speed at which resource can be triggered and often inability to recruit quickly.*

*It is not possible to determine the full impact. There was increasing demand prior to the pandemic. It is hard to predict the long-term ongoing impact.*

*Areas impacted:*

- SEN Assessment Team capacity
- Demand for specialist educational places for SEND.
- Waiting times for appointments at Children's Health Clinics - In particular, paediatrician, O/T, multi-disciplinary for autism (now caught up long waiting list)
- Children with Disabilities Social Care Team including Short Breaks and Placements for Children with a disability. Increasing demand and scarcity of providers