

<p>Priority 6: A wide range of leaders and families raised concerns about the quality of the graduated response and spirit of inclusion in Staffordshire.</p>					<p>Overall Status of the Priority Area Blue - outcomes agreed, and embedded and being delivered Red - Work in progress or not started and there are concerns that the outcomes may not be delivered in time, Amber – Work In progress, and expected to be completed in time for the outcomes to be delivered by the date in the plan. Green - Completed. Grey - work not started but there are no concerns that outcomes may not be delivered.</p>				
<p>Vision for the future: An effective Graduated Response supports, challenges and develops an understanding of aspirational inclusive practice.</p>					<p style="text-align: center;">G/A</p>				
Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Progress Red - Delayed Amber – In progress Green - Completed Grey - not yet started				Sub Group Action to date (Implementation)	EVIDENCE (See PR 6 Position Statement)
				Dec-19	Jan-20	Apr-21	Dec-21		
[6] A transparent, informative and effective Graduated Response supports, challenges and develops an understanding of inclusive practice.	A. Co-produce with SENCOs guidance on the implementation of the GR to support, challenge and develop an understanding of what good practice looks like.	Julia Anderson/Jo Ward	The Graduated Response is developed with stakeholders, parents and young people, and available to all on the Local Offer web-site	G	G	G	G	Feb 2021: Graduated Response sub group report this as completed.	See Local Offer Website
	B. Implement an effective GR to support, challenge and develop an understanding of what good support and practice looks like following an evaluation of the pilot phase.	Julia Anderson/Jo Ward	VfC report that parents and carers are more confident about SEND school support arrangements	G/A	G	G	G	Feb 2021: GR sub group report that this is completed, that is has been reviewed by Assistant Ed Psychologists and amendments have been implemented and an evaluation is also underway. May 2021: GRTK reviewed by Assistant EPs and SEND Assessment Officer and amendments are underway. Increase of over 20k hits on GRTK since Nov 2021 [61,386 from 5,665 separate users]. Roll out of recovery materials continuing with over 1100 participants in the literacy webinars from schools nationally. Literacy materials being adopted by 7 of 13 local authorities in the region. 8 Assistant EPs beginning work in schools via hubs to promote GR interventions. PowerBi and other data sources such as % requests for EHCNA, being evaluated to identify impact or GRTK.	<ul style="list-style-type: none"> 1. GR Toolkit SENCO survey summary (Oct 21) 2. Position Statement (GR) 3. Staffordshire Literacy Guidance (2021)
	C1. Further develop the GR platform to provide guidance for Early Years	Julia Anderson/Jo Ward	The Graduated Response is developed with stakeholders, parents and young people, and available to all on the Local Offer web-site	A	R	G	G	Dec 2019: consultation with EY settings on track for completion April 2020 Jan 2020: Early Years Working Group established and working to timescale. Post 16 group to be established as planned later this year. Feb 2021: GR sub group report this as completed.	Version 2 Graduated response to contain EY

C2. Further develop the GR platform to provide guidance for Post 16 education.	Julia Anderson/Jo Ward	The Graduated Response is developed with stakeholders, parents and young people, and available to all on the Local Offer web-site	R	R	A	G	Jan 2020: Early Years working Group established and working to timescale. Post 16 group to be established as planned later this year. Feb 2021: GR sub group report that a test phase is in place. May 2021: Sub-group report that test phase is in place and should be live by 31 March 2021. Delays due to Covid-19 pressures. Survey of FE providers to improve content undertaken. FE GRTK live from May 2021.	Version 3 Graduated response to contain Post 16
D. In partnership with CEOs and HTs, develop a protocol to embed the NASEN SEND review standards or equivalent to provide peer to peer challenge. Broker use of SEND peer reviewers to enable the peer reviews of SEND.	Chris Rogers	The SEND support registers identify children early. Provider level data for SEND is used by education providers and partners in providing support and challenge to local area schools and settings. Schools have been provided with information that enables them to compare SEND performance and outcomes with other Staffs schools	A	A	G	G	SEE 3.1C Apr 2021: Implemented the Whole School SEND/NASEN project with support from DfE and national and regional leaders.	1. Email from Warwickshire LA re SCC GR
E. Co-produce with HTs and SENCOs good practice guidance on supporting CYP at risk of exclusion.	Karl Hobson	The number of fixed term and permanent exclusions of CYP with SEND is reducing and is lower than all pupils nationally	G	G	A	A	Jan 2020: Plan to develop a policy in 2021 April 2021: Plans delayed due to ongoing education pressures. Conversations to explore restorative practice options to support the development of the policy. September 2021: Proposal to implement the restorative practice in education to work with settings and partners December 2021: SEND and Inclusion Hubs are actively discussing children's needs. This includes children at risk of exclusion, this information along with the restorative practice is used to develop the policy by July 2022.	Implementation of Power BI reports, eg, exclusions dashboard, SEND and inclusion data, school-level data to inform engagement between schools and inclusion officers Commissioning of school behaviour audits Alternative Provision Panel Review 2020/21 (23 August 2021) AV1 Robot Review (27 August 2021) Y6 – Y7 Tamworth Transition Project 2021/2022 (Autumn 2021) lead by Education Inclusion Officer. Co-produced development work lead by Education Inclusion Officer, with wider agency, school and PCF representation: • Restorative Practice in Education charter • Whole School Restorative Culture and Conferencing Prototype (July 2020) • Relational and Restorative Practice training and CPD for schools and providers (September 2020 onwards) • Relational and Restorative Practice in Education Group (May 2021 onwards) • Establishment of a national network of Relational and Restorative Practice Commissioners, with Gloucs LA (May 2021)
F. Review expectations in Attendance and Inclusion policy, with reference to permanent exclusion.	Karl Hobson	The number of fixed term and permanent exclusions of CYP with SEND is reducing and is lower than all pupils nationally	G	G	A	A	Jan 2020: Plan to develop a policy in 2021 April 2021: Plans delayed due to ongoing education pressures. Creation of Relational and Restorative Practice in Education Group to support the development of the policy. September 2021: Implementation of restorative practice in education work with settings and partners December 2021: SEND and Inclusion Hubs are actively discussing children's needs. This includes children at risk of exclusion, this information along with the restorative practice is used to develop the policy by July 2022.	

G.Process for challenging schools with regard to exclusions for pupils with SEND is agreed. Process is applied in the locality district model.	Chris Rogers	The number of fixed term and permanent exclusions of CYP with SEND is reducing and is lower than all pupils nationally	A	G	G	G	December 2021: Data is available via Power Bi and this data is routinely shared with the LMG and reported to the ISPB so that there is effective support and challenge.	As above
H. With CEOs/ HTs/ education leaders develop the strategic plan to roll out the SEND system within a locality district model.	Chris Rogers	Education providers are fully engaged in the development and roll out of the SEND locality operating model.	A	G	G	G	December 2021: All SEND Hubs, LMGs and ISPBs in place. Operating within the localities and with representation on the SEND and Inclusion Partnership.	1. SEND Strategy 2. SEND Action Plan
I. Develop agreed local area working arrangements including district governance to devolve decision making and accountability.	Chris Rogers	Schools report greater knowledge of local services and confidence about meeting SEND needs	A	G	G	G	December 2021: All SEND Hubs, LMGs and ISPBs in place. Operating within the localities and with representation on the SEND and Inclusion Partnership.	