

APPENDIX A: Examples of good practice and innovation

Area of Activity	Examples	Whereabouts
Supporting Schools through a combination of:- <ul style="list-style-type: none"> ▪ Advice ▪ Visits ▪ Training <ul style="list-style-type: none"> - Whole school - Internal to Hub - External ▪ Resources 	62+ internal training sessions to develop Hub and Host school staff expertise 45+ internal training sessions to develop Hub and Host school staff expertise 29+ external training sessions involving 290+ participants 43+ external training sessions involving 750+ participants 137+ open and drop in sessions BSL Commissioned for other schools Empowering staff to manage challenging behaviour Advice, observation and direct intervention with difficult behaviour interventions Cross-phase initiatives Exam techniques 900 pupils and 40 staff Autism Awareness VI Awareness Resource Library (within & outside Hubs) Moving and handling training and follow-up support Language assessment	Primary Hubs Secondary Hubs Primary Hubs Secondary Hubs All hubs Middleton NeneGate Nenegate NPA (ASD), Southfields (SLC) NPA, QKA, AMVC, JH NPA AMVC AMVC, QKA, Caverstede, Southfields, Welbourne (ASD with SALT) OMA, JH Southfields
Supporting parents & families	Coffee mornings Travel training (with FVP) Parent workshops (dyslexia) Accessibility events Termly Curriculum events Parent engagement with learning targets School trips Visits and phone calls for advice	NPA, Middleton, Welbourne NPA JH QKA Middleton Welbourne Southfields Welbourne Welbourne, NeneGate

Engaging children & young people	Buddying Structured conversations with Hub students Peer mentoring Inclusion Passports Breakfast Club After-school activities Student Ambassadors (SEND Conference & Local Offer review) Whole school autism advocates Celebrations assemblies and news letters Big Strides D of E Scheme Student voice and annual reviews Targetted careers work and work experience Introductory and transition visits	SJF JH JH JH JH NPA, Middleton, OMA, Southfields JH NPA NPA, Middleton Southfields, QKA JH NPA JH JH, SJF, AMVC, OMA, NeneGate
Collaboration with Voluntary Organisations	Travel Training (with FVP) SEND clinic (with FVP) Introductory and transition visits Dyslexia Association	NPA, JH AMVC, SJF JH, SJF, AMVC, OMA, NeneGate QKA

APPENDIX B: Comparison of 2017-18 and 2018-19 Impact Measure Outcomes

COMPARISON OF 2017-18 AND 2018-19 IMPACT MEASURES (18/10/19 data) (Please note that % calculations have only been applied to the number of events as numbers of staff involved have not been consistently reported by all schools)	PRIMARY 2017-18	PRIMARY 2018-19	SECONDARY 2017-18	SECONDARY 2018-19	% INCREASE (for both phases combined) 2017/18 to 2018/19
1. Numbers of internal sessions held and staff inducted/upskilled in the centre of expertise role. (a) Number of sessions (b) Number of staff	43 83+	62 376	41 142+	45 289	27.4 -
2. Number of co-produced external training sessions (a) Number of sessions (b) Number of staff	11 43+	12 243	21 126+	25 341	15.6 -
3. Number of other external training sessions (a) Number of sessions (b) Number of staff	11 117+	17 49	12 33+	18 434	52.2 -
4. Number of external training sessions attended by Hub staff (a) Number of sessions (b) Number of staff	5 44+	6 8	16 16+	43 63	133.0 -
5. Open/drop-in sessions (a) Number of visits/sessions (b) Number of staff/parents involved	9 25	32 59	22 6+	105 27	342.0 -
6. Individual school staff visits (a) Number of visits/sessions (b) Number of staff/parents involved	38 33+	45 54	23+ 23+	74 64	95.1 -
7. Number of phone enquiries/consultations	22	24	23	41	44.4
8. Completion of hub staff expertise audit	4	5	4	7	33.3
9. Completion of London leadership strategy whole-school audit or equivalent	5	6	5	7	30.0

APPENDIX C: 2018-19 Action Plan Summary

	AREA FOR DEVELOPMENT	Actions undertaken	Outcome
1	<p>Communications:</p> <ul style="list-style-type: none"> i. All schools in the city are aware of the hub network and what it can do ii. Staff new to Peterborough know about the hub network iii. Significant increase in numbers attending training events, drop-in sessions and visiting schools 	<ul style="list-style-type: none"> ▪ Pull all leaflets together into an information/ guidance booklet ▪ Work with individual schools to improve the accessibility and content of hub website entries ▪ Insert regular items into weekly headteachers' briefings ▪ Use 28th February conference and other similar events to circulate hub information and promote the centre of expertise role ▪ Headteachers of hub schools to take opportunities at heads' group and other meetings to speak up about the role and impact of the hubs 	<p>Achieved Ongoing</p> <p>Achieved Achieved</p> <p>Ongoing</p>
2	<p>SEMH places for primary pupils</p> <ul style="list-style-type: none"> i. increased number of places available for KS2 pupils ii. reduction in out of city placements for KS2 pupils 	<ul style="list-style-type: none"> ▪ Extend age range for Nenegate Hub ▪ Add Marshfield KS2 Hub to improve learner experiences 	<p>Achieved Achieved</p>
3	<p>Extend ways in which busy staff in schools can access the hubs' expertise</p> <ul style="list-style-type: none"> i. video clips of good practice available ii. directory of resources available to support pupils with SEN 	<ul style="list-style-type: none"> ▪ Plan and shoot videos of good classroom practice ▪ Pull together list of resources from each hub into a central directory, as well as on individual websites 	<p>Ongoing Ongoing</p>
4	<p>Clarity and stability of hub funding</p> <ul style="list-style-type: none"> i. hubs and LA agree what is expected of centre of expertise funding ii. hub schools are able to plan for 2019-22 	<ul style="list-style-type: none"> ▪ Produce new generic SLA to articulate elements of the developing centre of expertise role ▪ Introduce centre of expertise lump sum funding for all hubs 	<p>Achieved Achieved</p>
5	<p>PfA/ post-16:</p> <ul style="list-style-type: none"> i. provision map of the post-16 curriculum offer across the city ii. clarity of progression pathways from hubs at 16 iii. improved support for transition from Y11 to Y12 placement 	<ul style="list-style-type: none"> ▪ Establish, appoint and induct to new post-16 city SENCo role ▪ Introduce the role and proposed activity as an item at SENCo network event ▪ Complete curriculum offer mapping exercise with local FE colleges and special schools 	<p>Achieved Achieved Ongoing</p>

6	<p>Dovetail hub and SENCo networks:</p> <ul style="list-style-type: none"> i. integration of activity from both networks to ensure unified offer to schools ii. clear links between the hub network and new Peterborough / Cambridgeshire SEND strategy 	<ul style="list-style-type: none"> ▪ Common membership on hub conference planning and SENCo network steering groups ▪ Joint planning for 2018 Peterborough SEND conference 	<p>Achieved</p> <p>Achieved</p>
7	<p>SEN whole-school audit / peer review</p> <ul style="list-style-type: none"> i. hub schools score highly on the audit of whole-school SEN practice ii. hub schools promote good inclusive practice within their local cluster 	<ul style="list-style-type: none"> ▪ Implement SEND peer review project ▪ Quality assurance exercise with David Bartram 	<p>Achieved</p> <p>Ongoing</p>
8	<p>Evaluation of hub network impact:</p> <ul style="list-style-type: none"> i. provide evidence for reviewing and developing the hub network ii. demonstrate impact of network to Schools Forum, heads groups and elected members 	<ul style="list-style-type: none"> ▪ Amend 2017-18 impact measures pro forma so that it is clearer for hub managers and link officers to complete ▪ Collect and review each hub's impact measures termly, to ensure that annual summary of data is as full and promptly available as possible ▪ Develop and introduce a common evaluation form for all SEN and inclusion service and hub training 	<p>Achieved</p> <p>Achieved</p> <p>Ongoing</p>