

LA issues from CPH Survey – You said, we did (or will do)

Issue / Concern / Support Needed	Response / Action
<u>Covid Support</u>	
<p>Support around</p> <ul style="list-style-type: none"> • Parents' Evenings • Virtual Events • Personnel that have not returned to work • Catch up funding. 	<p>Advice on these areas is included in our Recovery Pack</p> <p><u>Parents' Evenings</u> Parents' evenings should be held virtually at this time. Cambridgeshire County Council's ICT Service, can provide you with advice, guidance, and implementations of Microsoft Office 365 (where you will find Teams) or Google GSuite for Education. Both of these solutions are free (from a licencing perspective)</p> <p><u>Personnel that have not returned to work</u> Staff who are clinically vulnerable - Clinically vulnerable staff can return to school in September but whilst in school, they should follow the sector-specific measures to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This means that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Whilst the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable - These members of staff can attend the workplace.</p> <p>The <u>FAQs produced by EPM</u> cover the following:</p> <ul style="list-style-type: none"> • Staff who are pregnant • Staff who are anxious about returning • Staff experiencing childcare issues • Staff who have been on holiday and are required to quarantine • Staff who are required to care for someone else due to COVID-19 <p><u>Catch up funding</u> Full details of the <u>catch up premium</u> have been released. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <u>curriculum expectations for the next academic year</u>.</p>

	The Education Endowment foundation has also released a guide for schools on how to spend the funding. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
Managing finances in light of the additional catch up premium spend	We have prepared a proforma to support schools with recording covid catch up spend which relates back the EEF statements on meeting need for children.
Further telephone support with queries as they arise.	We will have an on call rota from the w/c 12 th October with a phone number for key issues including cover on Sunday to support with Covid-19 cases. Please continue to use the emergency mailbox as this is likely to get a quick response and it is seen by many of the team
<u>Communications</u>	
Can Education visits not keep sending messages to read via Evolve	Non-Covid / less important messages will revert to the weekly LA updates which will recommence shortly.
To reduce communications about services that aren't a priority at the moment.	Non-Covid / less important messages will revert to the weekly LA updates which will recommence shortly.
Letters to parents from the LA are vital in getting difficult messages across and are helping to take the pressure off individual schools a bit.	A letter is being drafted to coincide with the 22 nd October
Be clear with governors and parents that we are working really hard and they need to be realistic re what more staff can do!	A letter is being drafted to coincide with the 22 nd October
What would really help is a MUST DO list either at the end of the daily email or once a week.	We will put together on the Friday update, a reminder of the key things for leaders for the week.
Remote learning - parents demanding live lessons and baby sitting service so they can work from home. What should our remote learning be? - Consistency across local schools is essential.	A letter is being drafted to coincide with the 22 nd October. Briefing to be arranged for Heads We have issued more guidance to maintained schools on meeting the requirement.
<u>School Improvement</u>	
Advice around managing COVID and school development would be good	Clearly, wherever the safety of pupils and/or staff might be compromised by a shift of focus away from COVID, then school improvement must wait. Otherwise, school development/improvement should be understood in the COVID context. Headteachers were offered support to complete a 'recovery plan' during the summer term, and were encouraged (though not required) to make this their school improvement plan for at least 2020-21. Aside from well-being and safeguarding, the overriding preoccupation for most schools will, rightly, be catching pupils up with lost learning and revising the curriculum – including in Foundation subjects – accordingly.
LA is pushing our Governors to set one of our HTPM targets to be numerical and linked to FFT which doesn't take into account 6 months lock-down.	Numerical targets may have their place, even in the current context, as far as HTPM is concerned. It would seem appropriate for schools to set any such targets only

	after baselining the relevant pupils and establishing the extent of progress that might be possible given what it is that pupils remember and can do.
Completing a SEF this year - to reflect my development plan/ to reflect full breadth of Ofsted expectations - what level of evaluation is required?	A SEF should be nothing other than the document that the school uses, internally, to self-evaluate – and what the school would use if Ofsted were not a consideration. Inspectors should be clear that they only require whatever governors and leaders ordinarily use to self-evaluate. A SEF does not have to contain grades or the Ofsted judgement areas as headings – although any school would presumably want to evaluate according to something like those. If schools are concerned about what inspectors ‘look for’ in a SEF, this is not something that has been in any sense a key focus within inspectors’ EIF training. The best SEFs are often brief, and characterised by evaluation rather than description. No school could write a SEF without the contents of it reflecting the additional challenges that COVID has presented and how effectively those are being dealt with. A school that wanted to add an ‘evaluation’ column to their recovery plan and periodically review that with governors as a ‘working document’ would arguably be doing all that it usefully needed to.
There is an unrealistic expectation still that our paperwork (such as our SEF) should have been completed in the same way as normal during this crisis.	The local authority has required schools to produce a recovery plan or school development plan that sets out how it will respond to the key challenges posed by COVID. That kind of planning, and the risk assessment work, is necessary precisely because of the crisis. The DfE has, effectively, required schools to create a plan for remote learning, given its ‘direction’ that comes in to force on 22 October. See above for thoughts on the SEF. If there are specific instances where HTs have been required to produce documents that they believe add little or no value at the present time, we would want to know about this.
Information around ways to use catch up funding	Some useful information on this has already been provided through Jon’s emails to HTs and more will be forthcoming during the meeting on 22 October.
I would like people who are working from home in the Local Authority to stop pretending that this is a workable situation in which we find ourselves.	School leaders, staff and governors have managed to make an exceptionally difficult ‘situation’ a ‘workable’ one through their energy, determination and ingenuity. Local authority officers have done much to advise and assist. We all acknowledge that providing ‘virtual’ school improvement support – for example – is typically less helpful than working in our usual ways, and that the ‘new normal’ cannot persist indefinitely. School and curriculum improvement advisers look forward to visiting schools when they can avoid inadvertently acting as ‘super-spreaders’ crossing bubbles, and when individual school leaders have the capacity to work with them. We have worked hard to try and support the moral of leaders in schools and sorry if this has been misinterpreted.
<u>Leadership Support</u>	
Dealing with anxious parents and staff	Schools can contact either Phil Nash or Diane Stygal (Leadership Advisers) for support with this. If their children have SEND; as parents they can also contact SENDIASS to support them with concerns. The Recovery Pack supporting materials

	also has a range of letters for HTs to use, and there are prompts signposting parents to community, council and charity organisation to assist in a range of areas from Mental Health to Housing, etc.
Perhaps have a drop-in type offer for advice and support so heads are not having to deal with these things alone or can ask to run through a particular document or scenario so that they are clear on the LA view as well as their own	<p>We will offer this for 2 sessions of this</p> <p>We are also going to hold an open drop in session for open questions and comments – similar to the end of the Headteacher meetings – this will take place in November.</p>
Create a list of experienced HTs that new HTs can contact if they need to	All SIAs and the Leadership Advisers are experienced Headteachers and can be called at any time. Lisa Valla (from the School Improvement Service) is also an experience HT and runs the New to Headship Induction Programme – she also can be contacted at any time. It is suggested that CPH may wish to look at how it could support points of contact too that are not the LA.
Contacting the chair of governors to ask them how they're supporting headteacher wellbeing.	We will be writing to Chairs to suggest how they might do this. JL has asked LV to have a think about this.
Headteacher's Support Service? I come from Somerset, where there is a really effective Headteacher's Support Service. They have 2 ex-heads who are available to chat through issues - including stress and welfare issues - they give you a call once a term to check you're ok (plus they attend the Heads briefings).	The Leadership Advisers offer this service – we are both experienced Headteachers. In addition all schools have Link Adviser who should be making termly contact with their schools – these may not be ex-headteachers however they will be able to signpost you to the most appropriate team across the county depending upon your query or concern. The Head of the School Improvement Service and our Assistant Director will also be able to assist you.
SEND	
Think really practical advice on what is ok in terms of being flexible with EHCP funding/ staffing would be helpful, what are the red lines that must be kept?	<p>All schools have notional funding identified in their budgets to meet the needs of children and young people with SEND, including those with EHCPs. In addition, they receive 'top up' funding for children with EHCPs to enable them to provide for what is set out on the EHCP. In terms of EHCPs, the duty is to deliver the provision set out in the EHCP so that children and young people reach outcomes set. Schools are encouraged to maximize their total SEN resources to ensure the best possible delivery for all children with SEND in the school.</p> <p>The LA will support schools where needed to make best use of their funding and reserves the right to challenge use of funding on a whole school or individual basis. There are some rules - funding for EHCPs should never be used to pay for a SENCo for example - but creativity is encouraged to reach the maximum number of SEN children whilst ensuring EHCPs are delivered as set out in the EHCP.</p> <p>So, delivery of provision is the key thing- not funding. We do not ask schools to account for every penny of their EHCP spend in relation to individuals unless there are issues. Parents may challenge schools for this information, but the LAs</p>

	response to a parent would be the same - its ensuring that provision is in place not accounting for every penny. We are transparent about top funding (it's on individual EHCPs) and notional SEND funding should be given on the school SEN information report published on the school website.
Advance support/concepts and ideas around children with complex behaviour needs returning to school in challenging times.	See over

School support for children with SEMH needs from the SEND 0-25 District teams.

Exclusion hotline

SEND 0-25 offers a daily term time Exclusions Hotline. The hotline is open every term time afternoon from 1400-1600. It is staffed by the SEND 0-25 Specialist Teachers and Educational Psychologists who cover the line in a cross county role. It is open to schools and parents/carers to provide information and support around exclusions. Callers are able to seek advice and information around exclusions. This may be offering an impartial listening ear at a very difficult time, advisers can give information around the legal aspects of exclusions and more importantly can help schools formulate a plan to prevent further exclusions. All information from the calls is forwarded to the Access and Inclusion Coordinator for the school's area. The A&I Coordinator will make contact with the link practitioner and together they will help to form a team with the school to develop strategies to support and prevent the child from receiving further exclusions.

A and I surgeries

Access and Inclusion surgeries can be booked via the Booking Bug website. Surgeries offer schools the opportunity to consult with members from the SEND0-25 team, usually a team of A&I coordinators and a specialist practitioner. SENDCOs/head teachers/ class teachers can talk through a complex SEMH situation where they may be feeling 'stuck', the young person could be at high risk of a permanent exclusion or have had a pattern of fixed term exclusions. The aim of the surgery is to listen to the problem and help the school team to come up with a plan to 'unstuck' the situation. The school will be able to implement these strategies and review them within the school.

Link Educational Psychologist and Specialist Teachers

All primary schools are linked to a Specialist Teacher and Educational Psychologist. Secondary schools are linked with an Educational psychologist. A link planning meeting will usually be held in the first half term of the new academic year. This is an opportunity to raise children within the school who may benefit from support from SEND0-25. This support can take the form of observations, assessments, direct work such as Cognitive Behaviour Therapy. Specialist teachers and educational psychologists can also advise on appropriate assessments schools can use to help schools problem solve around complex cases. In some circumstances the educational psychologist or specialist teacher will be able to undertake assessments to help inform the school of the child's barriers to learning. Link practitioners are also able to offer a range of training packages for SEMH, communication and interaction and learning needs.

Schools are allocated an amount of hours of support which is unique to each setting. Schools can access the services described above by referring into SEND0-25 using an EHA, RIC, or CP plan – the practitioner will be able to advise schools about the amount of hours that will be required for the piece of work the school requires them to undertake. Schools may contact their link practitioner at any time to discuss ways of using their school hours or to ask a question they may have regarding SEND.

Specialist Practitioners

In addition to the Educational Psychologists and Specialist teachers there is a team of specialist practitioners which provides support in schools. Practitioners follow objectives set by specialist

teachers or educational psychologists. They always work alongside a member of school staff to help develop their skills. Practitioners will come into school for a time limited piece of work to model new skills or further develop existing skills in order for schools to be able to support students with SEMH needs. Direct work can be commissioned using the school's allocated hours, 3 hours are used to oversee and report on specialist practitioner work. The practitioner will review with the school staff at the end of the piece of work to ensure that new strategies are embedded and school staff feel confident using them.

Steps support through access and inclusion coordinators

All A&I coordinators are Steps trained and hold tutor status. Coordinators are able to help schools begin their journey to become a Steps school through use of de-escalation skills to minimise the need for restrictive physical intervention. A&I Coordinators can demonstrate the use of key tools from Steps and how they can build a therapeutic culture within the school. For school which have already received Steps training then ongoing support can be offered to schools within the Steps framework

Steps Network meetings

All Steps accredited schools can access regular free Steps Network meetings throughout the year. They can be joined at any point after the school has undertaken the Steps training. These meetings are an opportunity to refresh or deep dive on the different areas of Steps eg language of choice, Roots and Fruits, anxiety mapping. It is a chance to meet with other steps practitioners and have an exchange of ideas and strategies which strengthens Steps ethos of therapeutic de-escalation strategies.

Training

Schools can access training from the SEND 0-25 team and can either pay for the training or, in many case can use their allocated Specialist teacher or educational psychologist hours. Training around SEMH needs includes;

Training	Brief description
Cambridgeshire Steps	Steps is a therapeutic, whole school approach to managing behaviour. Training includes theory, a number of analysis tools and planning tools that support whole school and individual needs. De-escalation training with a therapeutic ethos to minimise the need for restrictive physical intervention– whole school training or in school tutor training available
ELSA (emotional Literacy support assistant)	This training is aimed to equip TAs/LSAs with a qualification that includes the skills and knowledge needed to support children and young people with SEMH needs within their own schools.
Elklan	Increasing confidence in supporting pupils with Speech Language and Communication Needs. Support and manage ELKLAN trained Teaching Assistants. Developing linguistic concepts. Promoting effective communication and social interaction.
Functional Behaviour Assessment	Aims to support staff in considering the reasons underlying behaviour and to plan support and interventions accordingly.

AET	We have a team of Autism Education Trust trainers who would be happy to discuss your training needs around autism from whole school training to training for senior leadership team
The impact of attachment and early caregiving experiences	To increase knowledge in the theoretical background to the model of attachment and attachment patterns in the classroom, and to share strategies and skills.
Circle of Friends	Often used to support children at risk of exclusion, or children who find it difficult to make and maintain friendships – provides peer based social support.
Moving towards Trauma informed Practice	A systemic whole school training package for all staff to create a joined-up understanding of how to work with and support CYP who may have experienced ACEs and/ or trauma By the end of
Cognitive behaviour therapy approach	Aims to help the individual to understanding thought processes that lead to difficult emotions and unhelpful, potentially destructive behaviours.
Motivational interviewing	A person centred counselling method that aims to motivate the individual to change through increased knowledge, increased concern, increased self-efficacy, internal attribution and self-esteem.
Solution-focused brief therapy (SFBT)	Builds on the child's own strengths and allows them to see their successes and what they can achieve.