

## **Inclusion Taskforce Annual Report June 2021**

### **Background**

The Inclusion Taskforce (ITF) was set up in September 2016 as a citywide, cross-locality, cross phase working group with Headteacher, SENCO, EP, MAST, LA and Learn Sheffield representation.

We consist of the following:

- ITF strategic group – made up of the head of SEN, Strategy and Commissioning representatives, Learn Sheffield, locality lead head teachers, special school representation and citywide SENCOs (meet half termly).
- ITF – made up of the above plus a wider representation of local authority and health services and Sheffield Parent Carer Forum (meet termly).
- SENCO group – led by the citywide SENCOs with lead SENCOs from each locality and representation from the Educational Psychology (EP) team.
- Secondary SENCO group – led by a secondary school SENCO supported by the citywide SENCOs.

Our work aligns to Sheffield's Inclusion Strategy, 2020-25. In particular:

- Commitment 1: Effective early identification of needs with appropriate assessments across Education, Health and Care (Assessment).
- Commitment 2: A wide range of Education, Health and Care services that meet the needs of our young people (Provision).

We are also leading part of the SEND written statement of action which responds to the local area inspection: to address inconsistencies in identifying, assessing and meeting the needs of children and young people with SEND in mainstream primary and secondary schools.

This report provides a summary of our work this year. It has been produced by a small group of members (Kate Hughes, Ian Read, Fiona Rigby, Cheryl Gaughan and Candi Lawson). It is structured as follows:

- Work planned for the 2020/21 academic year
- Key achievements
- Progress against planned work in 2020/21
- 2021/22 work plan.

## **WORK PLANNED FOR 2020/21 ACADEMIC YEAR**

Our work plan for 2020/21 included:

1. Moderation
2. Further embed Sheffield Support Grid
3. Graduated approach – deliver training and review paperwork
4. Toolkits and citywide approaches
5. SEND reviews
6. Process around schools requiring support
7. High needs funding review
8. SEND information
9. Locality processes
10. SEND events
11. Continued link to Inclusion Gateway
12. Surveys

## **KEY ACHIEVEMENTS**

This year has been incredibly challenging for schools and education settings, as well as the children and young people who attend them, and their families. SENCOs and headteachers have faced tremendous pressures as a result of Covid-19.

Despite this, much of the Inclusion Taskforce work planned for the academic year has taken place. Head teachers, citywide SENCOs, and other ITF members have remained committed to the ITF work and improving SEND practices across the city.

Our key achievements this academic year include:

- Training delivery and attendance on citywide approaches (such as the Birmingham toolkit and trauma informed practice) which mean we are able to focus next year on embedding, rather than introduce new initiatives.
- The creation of online learning resources using SWAY presentations. These provide quick and accessible learning opportunities which can be used from this point onwards to support face to face activity.
- More proactive and targeted work to support and challenge schools causing concern, through locality and local authority data. This support has come in the form of individual SEND reviews supported by sector leadership; careful pairing with other schools in the Peer to Peer SEND reviews; and both service and sector-led inclusion meetings to set up tailored support at both vulnerable pupil and whole school level. Although this work has been hampered by COVID 19, a blueprint for support has been designed, which can continue to roll-out and be tweaked next year.
- Continued engagement of head teachers and SENCOs in the SEND agenda, despite all the additional challenges.

## **PROGRESS AGAINST PLANNED WORK IN 2020/21**

### **1. Moderation**

Our plan for this year had been to:

- Complete the 2019/20 moderation plans which had been affected by Covid-19
- Plan and run moderation this year with a focus on children and young people at level 5 on the Sheffield Support Grid (SSG)

Covid-19 has continued to have a significant impact on this work, and it has not been possible to carry out the planned activity. We have not been able to visit other schools to moderate in person and we did not feel virtual moderation would provide the same benefits.

We therefore plan to carry forward our moderation plans to 2021/22. We will focus on children and young people at level 5 on the SSG to ensure we are assessing the level of need consistently across the city. The number of children and young people at this level of support is manageable for a citywide moderation exercise. The conversations it will involve with SENCOs will also support the work they do to assess children at level 4 on the grid.

Longer term, initially planned for 2022/23, we intend to focus moderation on children and young people at level 3 of the SSG.

### **2. Further embed Sheffield Support Grid**

Our plan for this year had been to:

- Complete the Early Years SSG
- Deliver training on the Early Years SSG (inc. through the Early Years SENCO group)
- Develop the use of the SSG across post-16 and within special schools

Citywide SENCOs have contacted a large number of services and advisory colleagues about the different sections of the Early Years Grid. These services have been very supportive of the process and have committed time to ensuring that the exemplification has been able to happen.

- The process has been easier where services were previously involved in exemplifying the school version of the grid, as the ethos, key elements and approach have been understood from the start. Where this is the case sections of the grid are in draft form.
- Where services have been new to the exemplification model this process has been lengthier and has required more time.

All areas of the grid, except Medical due to the current COVID situation, are in the process of being exemplified. The next phase of the work will be to share sections of the grid with Early Years practitioners working in a range of provisions across the city

to enhance the draft documents and quality assure the content - a final version will then be made available.

Following this, the grid will be introduced to Early Years SENCOs and advisory services. Roll out (training on the rationale and use of the grid, data usage and moderation (if appropriate)) are all aspects that require prior cross-service/sector agreement, including a collaborative approach to ensuring that relevant Early Years practitioners are able to access the training offer.

We have not been able to develop the use of the SSG across post-16 and within special schools this year. This will remain a long-term aim, but it will not be in next year's workplan as we will not have the capacity to deliver this work then.

### **3. Graduated approach – deliver training and review paperwork**

Our plan for this year was to:

- Review the graduated approach paperwork
- Develop and deliver 2020/21 training plan
- Develop online SEND training.

#### **Graduated approach paperwork**

We updated the MyPlan template, MyPlan guidance notes, and annual review paperwork this year. The updated versions have been shared with SENCOs and are available to download from the Learn Sheffield website:

[www.learnsheffield.co.uk/inclusiontaskforce](http://www.learnsheffield.co.uk/inclusiontaskforce)

We do not have further plans to update the graduated response paperwork but will review this if a need arises.

#### **Training**

The citywide SENCOs and other trainers have carried out significant work this year to ensure training could still take place, despite the Covid restrictions. Training this year has covered:

- Training on SCERTS and the Birmingham toolkit
- EHC Plan annual reviews
- The Engagement Model
- New to being a SENCO
- SSG and graduated approach documents

Feedback on the above training sessions has been positive. But it has been difficult for SENCOs to attend some of the courses.

Topic	No. trained	Feedback
Birmingham toolkit	237	Average feedback scores:

Topic	No. trained	Feedback
	(2020 and 2021)	<ul style="list-style-type: none"> <li>4.6-4.7 out of 5 for the extent to which course increased and/or refreshed knowledge, confidence and understanding.</li> <li>4.6-4.7 out of 5 for the extent to which course will affect some change in practice and/or setting.</li> </ul>
SCERTS	229 (2020 and 2021)	Formal feedback not yet gained. Anecdotal feedback is that the training was well received and popular.
Trauma informed schools	20/21 79 schools plus 3 special schools and 12 professionals from other agencies.  2021/22 48 schools plus 8 special schools and 1 post 16 7 professionals from other agencies	Out of those giving feedback: <ul style="list-style-type: none"> <li>87% said their knowledge had improved.</li> <li>93% agreed or strongly agreed that the training would have a positive impact on their working practice.</li> </ul>
EHC Plan annual reviews	365 signed up (2021)	Of those who signed up: <ul style="list-style-type: none"> <li>51% were from an education setting</li> <li>9% from health</li> <li>35% from the LA, including both care and SEND services</li> <li>4% did not say</li> </ul> Of those giving feedback - 88% agreed the training would have a positive impact on their practice
New to being a SENCO	26 (2020/21)	Of those giving feedback - 100% strongly agreed or agreed that the training would have a positive impact on their work and that it was well structured and paced.
The Engagement Model	50 (2021)	75% providing feedback thought the training was good or excellent.
SSG and graduated approach documents	<5	Very small numbers attended each session so received a very personalised training session.

Online training resources were also created in addition to the above. This was to ensure continued learning whilst in-person training was not possible. The resources were also created to provide quick and accessible learning opportunities, given all the additional Covid pressures SENCOs and teaching staff were dealing with.

The resources created were:

- ASD an introduction (336 views of the resource as of 20 May)

- Specific learning difficulties – Dyslexia (376 views of the resource as of 20 May)
- SSGe (237 views of the resource as of 20 May)

### **Next year's training plan**

Next year's training plan will be about embedding approaches such as the Birmingham toolkit and trauma informed, rather than new citywide initiatives. Training will move to face-to-face delivery where possible, rather than virtual.

The training plan for 2021/22 will be published on the Learn Sheffield website ([www.learnsheffield.co.uk/inclusiontaskforce](http://www.learnsheffield.co.uk/inclusiontaskforce)) by the end of the academic year. It will include:

- Birmingham Toolkit, Follow up session, The triangulation
- Trauma informed – 10 day diploma, 3 day SLT training, and whole school twilight session
- SCERTS next steps
- New course - Train the Staff - Planning and Writing outcomes
- New course - Preparation for Adulthood
- Annual Review training
- SEN Assessment Toolkit
- SSGe and Graduated Documents
- SSGe Moderator Training
- Developmental Language Disorder training

### **Online SEND training**

Content is being developed for an online SEND training module. The aim is to create some basic training that anyone can complete to understand the basics around SEND. This could include GPs, parents, young people, health visitors, and newly qualified teachers. We are creating it as we know lots of people don't understand what SEND is, don't know about the types of needs, and teachers don't get much SEND training as part of PGCEs. We want to develop a baseline level that anyone who is new to the SEND world can pick up and understand.

Draft content has been discussed with Sheffield Parent Carer Forum and SSENDIAS. We will complete the module in the next academic year.

## **4. Toolkits and citywide approaches**

Our plans around toolkits and citywide approaches focused on the:

- Birmingham toolkit
- SCERTS
- Trauma informed schools

## **Birmingham toolkit**

Two thirds of schools received training on the Birmingham toolkit in the 19/20 academic year. (Training booked for June 2020 was cancelled and rescheduled due to Covid-19).

Our plan for this year was to:

- Train the remaining schools in the Birmingham toolkit
- Review the impact of the Birmingham toolkit

A lot of training took place this year and most of the remaining schools were trained in three virtual training sessions in January and February 2021. 10 schools chose not to take part despite receiving emails and telephone calls to discuss the value of the toolkit.

Cheryl Gaughan from Fusion SEND Hub and Talbot Special School is working with Lisa Makintyre, assistant service lead for pupil and school support at Birmingham City Council, to see which schools have bought the toolkit and selecting some to see how they are using it and recording impact.

Cheryl has also visited several schools to support the implementation of the toolkit. Implementation will be further supported next year with refresher training sessions for schools which have attended training and bought the toolkit. School visits from Cheryl will also take place to run staff meetings and/or support with embedding the toolkit.

Cheryl will report activity and impact monitoring in a report at the end of the 2021/22 academic year.

Further effort will be made to encourage the 10 remaining schools to use the Birmingham toolkit. If training becomes available to neighbouring authorities as part of the Fusion SEND Hub, they will be offered a place and if they attend, will be able to purchase the toolkit at the discounted rate and receive the further support described above.

## **SCERTS**

Last year, the ITF was in the early stages of developing SCERTS as a citywide approach to meeting the needs of children and young people with social and communication difficulties. Our plan for this year was:

- Delivery of SCERTs training.
- Develop a bid to The Laurel Trust to support the roll out of SCERTS across the city.

Two-day SCERTS training was delivered this academic year, with almost 230 people signed up. This is the first step. The second - Practical Application Training – is being planned for the Autumn 2021/22. It could not take place this year as pressures on health services meant there was not the capacity to run the training.

We did not progress the bid to The Laurel Trust to support the roll out of SCERTS due to Covid-19. However, our roll out plans are set out above.

### **Trauma informed schools**

Our aim is that all schools in Sheffield are trauma informed. We know this will take a number of years to embed. This year's work was about raising awareness of what it means to be a trauma informed school and providing training at whole school, SLT and lead practitioner level (a 10 day diploma course).

This year's training on trauma informed has been popular and well received. The feedback has been overwhelmingly positive and over 75 schools have engaged in the training in this first year.

Our plan for next year is:

- Further roll-out of trauma informed training – to cover schools not yet trained, special schools and post-16 providers, and more services across education, health and care.
- Embed the trauma informed approach – we plan to do this in a number of ways over the next 12 months. This will include:
  1. Developing a theory of change model that ties in with the work of the Mental Health Support Teams and the previous Healthy Minds training accessed by most Sheffield schools.
  2. Commissioning supervision groups for lead practitioners.
  3. Setting up community of practitioner networks across the city to develop and share best practice.
  4. Explore and deliver additional training to support the trauma informed approach.

### **Evaluation of toolkits**

This year's workplan included an evaluation of the impact of toolkits: Birmingham, SCERTS, trauma informed and the SEN assessment toolkit. This work did not take place due to additional pressures caused by Covid.

We will run a citywide SENCO survey in the Autumn 2021/22 to seek views on the impact and use of the toolkits so far, as well as further training needs. This will be led by LA commissioners and a summary of the questionnaires will be brought to the Inclusion Taskforce for discussion.

## **5. SEND reviews**

The plan for this year was to increase the number of SEND reviews and assess their impact. Two types of review were planned:

- Targeted reviews with individual schools identified as in need of support.
- A peer review model where schools would work together in groups of three.

The Inclusion Taskforce also planned to:

- Have lead SEND headteachers and SENCOs support David Bartram with targeted SEND reviews in their localities.
- Hold regular check-in sessions with David Bartram and the Learn Sheffield Inclusion Team to gather feedback and intelligence and plan for effective follow up support where it is needed.
- Gather feedback from participating schools and review effectiveness of SEND reviews during 2020-21 - to inform future commissioning.

29 targeted SEND reviews have taken place this year (up to 8.06.21) led by David Bartram. A further 28 schools are taking part in the peer SEND review programme.

Lead SEND head teachers and SENCOs have supported the targeted reviews, working with David Bartram. The school action plans developed following the reviews have been highly praised by David:

*“SEND action plans from Sheffield schools are by far the strongest set of plans I have quality assured. They were consistently more rigorous and strategic than action plans from other Local Authorities. Themes included:*

- *Examples of high-quality liaison and collaboration with specialist settings. It was apparent that strong relationships between mainstream and special schools already exist.*
- *A strategic approach to assessment. For example, schools were clear on the importance of embedding the Birmingham toolkit so that all teachers are aware of what progress looks like for pupils with SEND in their classrooms.*
- *A common language and approach to SEND identification. Schools were clear on the importance of identification and were aware of the support they can access from the LA to ensure consistency.*
- *A clear understanding of how to ensure objectives are met through specific, measurable and achievable actions.*
- *Excellent support by Sheffield coaches to ensure high quality content.”*

Covid has restricted involvement in SEND reviews. We will therefore carry over the action to support the reviews in localities and build our capacity in next year's workplan. Our other tasks for 2021/22 are:

- In September 2021, for Ian Read and Fiona Rigby to consult with locality lead head teachers and use relevant data to inform the targeted SEND support for schools causing concerns in 2021/22.
- Review the Peer to Peer SEND reviews after the first cohort finishes (TBC - in March 2022) to improve the Sheffield model for this.
- Work with David Bartram so that the common issues and areas for development are addressed at a strategic and citywide/locality level.

## **6. Process around schools requiring support**

In 2018/19 we developed a process around schools requiring support – this provides a process for professionals (outside a school) to log significant concerns about a

SEND or inclusion issue, and the actions they have taken to address them. The process then involves support being offered to the school. This could involve:

- Whole school SEND review delivered by Learn Sheffield.
- Consultation discussion around specific area of concern.
- Peer support from locality head teacher and SENCO.
- Learn Sheffield challenge discussion.
- Identified training needs for SENCO and Head.
- Intervention of support services.

Schools can also identify themselves as requiring support. Learn Sheffield oversee the process.

Services, schools, and localities have previously been advised of the process. Sheffield Parent Carer Forum (SPCF) and SSENDIAS were also informed and asked to send feedback where they see patterns about a school (rather than for individual cases).

Our plan for this year was to further embed the process as it has not been well used. However, the pressures of Covid meant this did not take place. Further work to embed the process will now take place in 2021/22.

## **7. High needs funding**

Last year we introduced consistent funding bands for high needs spending. This was to ensure children at the same level on the SSG receive similar levels of support across the city.

Our plan for this year was to assess the impact of more consistent high needs funding.

Commissioning was tasked with a review of the SEND funding processes in localities. The review has completed analysis of the current model drawing on:

- SSG and locality data sets
- Annual audit discussions with each locality
- Consultation discussions with locality heads
- Case study samples.

The work has identified strengths such as the:

- Ability to respond to local needs.
- Use of funding to create shared resource that supports children in a more cost effective and efficient way.
- Ability to identify areas for improvement.

In the next academic year, commissioners will progress this work by co-developing a robust process for allocating and auditing funding to child plans and ensuring each locality is adequately resourced to do so.

## **8. SEND information**

Our plan for this year was to continue to provide SEND information required by schools, including information about SEND in the early years.

Information produced this year includes:

- SEND newsletter
- Information about SEND funding
- SCC SEND structure chart

We were not able to produce information about SEND in the early years this year, so this action will be carried over to 2021/22.

We will also further embed links with services across education, health, and care, so they can contribute to our SEND newsletter. New SEND information will be produced as needed.

## **9. Locality processes**

Our plan for this year was to continue to run the locality processes and paperwork and review at the end of the year.

During 2020/21, when schools were under considerable extra Covid pressures, the locality panels continued to run and took place virtually.

A pilot project also started in Locality B. The work arose out of collaborative work with health, education and care amid concerns over waiting lists, access to services at an early enough stage, and a desire to maximise the impact of services and expertise working together to identify and meet the needs of Sheffield children and young people.

In the first instance, colleagues from health, social care, and advice-giving services joined a Locality B Stage 2 meeting. It was evidence from this that it would be beneficial for them to join panel meetings at Stage 1. So far (as of 8.06.2021) three Stage 1 Panel meetings have taken place with these other professionals attending.

The advantages are clear and well documented by school staff, panel members, and the other services involved. Work is now underway to review the progress made so far, to involve other Locality Lead Headteachers and to plan a roll out across all localities.

## **10. SEND events**

Our plan for this year included potentially hosting a SEND conference depending on how things went with Covid restrictions. The restrictions have not allowed this, and a virtual event was not progressed as there have been other SEND virtual opportunities (included Learn Sheffield's September Covid event and online SEND training).

However, although the Inclusion Taskforce has not planned a conference, Fusion SEND Hub is running a virtual SEND conference on Thursday 8 July 2021. The keynote speakers are:

- Professor Barry Carpenter – Barry Carpenter Education – “Facing the Future; building reconnection, resilience and recovery in children with SEND”
- Nick Whittaker - HMI, Ofsted, Specialist Adviser for SEND - “What a ‘Deep Dive’ means for a SENCo”
- Dr Robert Jason Grant - Autplay Therapy Clinic – “What is AutPlay Therapy?”
- Dr Valerie Muter – Clinical and Research Psychologist - “The Depths of Dyslexia”

Tickets are available via [Fusion’s Eventbrite webpage](#).

We will help promote the conference including through the SEND newsletter. We will also support future Fusion events in 2021/22 and continue to review the need for anything additional led by the Inclusion Taskforce.

## **11. Continued link to Inclusion Gateway**

Our plan for this year was to continue to support the development of the Inclusion Gateway model and ensure it links to ITF work.

The two diagrams below demonstrate the progress made with the Inclusion Gateway and expanding the inclusion support offer. This includes:

- Citywide training to ensure all schools provide trauma informed support at a universal level (see previous statements on TISUK training and the trauma informed approach).
- A wider range of inclusion panels, including those to support the most complex cases and, in the case of the Sector/Service Led panels, supporting schools where there are a high number of pupils at risk of exclusion.
- A wider range of support for individual children and young people including through Inclusion Gateway support packages and new commissions with the third sector (such as those that support children who have had adverse childhood experiences).
- Greater clarity about how Inclusion Taskforce and school improvement work link into the system, with continued development of offers.

## Previous model: Reactive and crisis-led



## Inclusion Gateway model: Trauma-informed, proactive and driven by data



The links between the Inclusion Gateway and ITF have continued this year, and the ITF has received regular updates. Scott Burnside joined ITF as a secondary headteacher representing the Inclusion Gateway and the secondary sector.

The plan for the Inclusion Gateway next year is to:

- Continue to develop the citywide trauma informed approach (as detailed above).

- Establish the Mental Health Support Teams (MHSTs) in more schools and introduce Healthy Minds to remaining schools not yet covered:
  - MHSTs are currently working with 40 schools which will increase to 56 from Easter 2022.
  - Healthy Minds (whole school emotional wellbeing) has now worked with 80% of mainstream schools with the hope to reach the final 23 schools by Sept 2022.
- Improve the quality and purpose of alternative provision in the primary and secondary sectors
- Add a greater secondary voice into the ITF and locality processes.
- Establish locality panels that tie into SEND processes and offer support for vulnerable pupils before they reach crisis point and need support from the central PIP/SIP panels.

The Inclusion Taskforce will continue to receive regular updates on this work.

## **12. Surveys**

Our plan for this year was to:

- Re-run a parent carer survey designed by the ITF and parent representatives including the SPCF. The purpose was to understand parent/carers views about their child's mainstream school – to identify good experiences and practices, and issues for improvement.
- Run focused SENCO surveys as needed to inform future training and development opportunities.

### **Parent carer survey**

The survey was re-run in the November to December half term, after an initial run from February to April 2020. Unfortunately, the survey did not generate the number of responses for individual schools to allow examples of best practice/ follow up work to identify case studies etc. (Altogether 374 responses were gained, but only six schools received ten or more responses).

The results were discussed with the lead locality heads who agreed the survey should not be repeated. However, SPCF has raised concerns that the survey provided an opportunity for parental concerns about individual schools to be considered centrally, to inform improvement work. This opportunity is one of the intentions behind the process around schools causing concern (covered in section six above) which will be further embed in 2021/22.

### **SENCO surveys**

We did not feel the need to run SENCO surveys this year but will do so in the future as the need arises. Next year, for example, a citywide SENCO survey is being planned to seek views on the impact and use of the toolkits so far, as well as further training needs.

Information from our 2019 SENCO survey has continued to influence our training plan – for example, the creation of learning resources on specific areas of need such as Dyslexia.

## SUMMARY OF 2021/22 WORKPLAN

Our key themes for the 2021/22 academic year are:

- Embedding practices – Birmingham toolkit, trauma informed and SCERS
- More targeted support offered to schools
- Capacity building through sector involvement in the SEND reviews
- Increased engagement from the secondary sector and more secondary specific activity.
- Level 5 moderation
- Early Years

Issue	Action
Moderation	Citywide moderation focusing on children and young people at level 5 on the SSG
Early years SSG	Complete exemplification of Early Years Sheffield Support Grid (SSG) and start process of rolling out across the sector
Training	<p>Deliver annual training programme with focus on embedding approaches. Training to take place on:</p> <ul style="list-style-type: none"> <li>• Birmingham Toolkit</li> <li>• Trauma informed</li> <li>• SCERTS</li> <li>• New course - SENCO Train the Staff - Planning and Writing outcomes</li> <li>• New course - Preparation for Adulthood</li> <li>• Annual Review training</li> <li>• SEN Assessment Toolkit</li> <li>• SSGe and Graduated Documents</li> <li>• SSGe Moderator Training</li> <li>• Developmental Language Disorder training</li> </ul>
Online SEND training	Develop and promote online SEND training module
Birmingham toolkit	Fresher training, support to school to help with embedding. Fusion report on activity and monitoring at end of 2021/22
SCERTS	Delivery of Practical Application Training
Trauma informed	<p>Further roll-out of trauma informed training – to cover schools not yet trained, special schools and post-16 providers, and more services across education, health, and care.</p> <p>Embed approach inc:</p> <ul style="list-style-type: none"> <li>• Tie in with the Mental Health Support Teams and previous Healthy Minds training accessed by most Sheffield schools.</li> <li>• Commission supervision groups for lead practitioners.</li> <li>• Set up community of practitioner networks across the city to develop and share best practice.</li> </ul>

Issue	Action
Evaluation of toolkits	Citywide SENCO survey in Autumn 21/22 to seek views on the impact and use of the toolkits so far, as well as further training needs.
SEND reviews	<ul style="list-style-type: none"> <li>• Continue to support SEND reviews in localities to develop skills and capacity.</li> <li>• In September - Ian Read and Fiona Rigby consult locality lead heads and use relevant data to inform targeted SEND support.</li> <li>• Review the Peer to Peer SEND reviews after the first cohort finishes (TBC - in March 2022) to improve the Sheffield model.</li> <li>• Work with David Bartram to ensure common issues/ areas for development are addressed at a strategic, citywide and locality level.</li> </ul>
Process around schools needing support	Further work to embed process.
High needs funding	Co-development of process for allocating and auditing funding to child plans and ensuring each locality is adequately resourced to do so.
SEND information	<ul style="list-style-type: none"> <li>• Produce information about SEND in the early years.</li> <li>• Further embed links with services across education, health and care for contribution to our SEND newsletter.</li> <li>• Continue to produce new SEND information as needed.</li> </ul>
Locality processes	<p>Support the development of the locality processes and join up with other services, including through the Inclusion Strategic Group which is being piloted in locality B.</p> <p>Consider how we can join up early years into locality processes.</p>
SEND events	Help promote future Fusion events, continue to review the need for anything additional led by the Inclusion Taskforce.
Secondary representation	Increase secondary voice into the ITF and locality processes including through Scott Burnside and Learn Sheffield's work with the secondary school partnership and Inclusion Gateway
Inclusion Gateway (IG)	<p>Continue to provide regular updates to the Inclusion Taskforce, with the ITF informing the IG work. This includes:</p> <ul style="list-style-type: none"> <li>• Continued development of citywide trauma informed approach.</li> <li>• Establish the Mental Health Support Teams (MHSTs) in more schools and introduce Healthy Minds to remaining schools not yet covered.</li> <li>• Improved quality and purpose of AP in primary and secondary sectors.</li> <li>• Establish locality panels that tie into SEND processes and offer support for vulnerable pupils before they reach crisis point and need support from the central PIP/SIP panels.</li> </ul>
Surveys	Run surveys with SENCOs, teaching staff and others as needed to inform our work.