

This paper has been written to update the Inclusion Taskforce about progress in relation to the ITF Improvement Programme as we approach the mid-point of the 2021/22 academic year. This is the same point in the year that we updated in 2020/21.

Communications

The ITF website has been updated to reflect the changes that have taken place since last year.



The updates are summarised below.

- [Membership](#) updated and roles added.
- [LS Inclusion Team](#) page updated – including current priorities.
- New page added – [Sheffield Inclusion Model](#) – including slides used in recent HT meetings.
- [Improvement Programme](#) page significantly overhauled to reflect the current range of activities – see below. This includes the enquiry and concern processes.



- Other pages (About ITF, Local Offer, Fusion SEND Hub, ITF Training and Guidance & Resources) are unchanged in this update – although the last two are updated all of the time.

Actions:

- **Please check the membership list to ensure the information about you is correct and note any omissions or errors.**
- **Please review the changed pages and come back to us if unsure about anything.**

Improvement Programme

The previous ITF improvement programme was summarised in the diagram on the right.

It focussed on review – with both school requested SEND reviews and targeted SEND reviews, supplemented by the peer networks programme (i.e. supported peer review).

The current offer has become more bespoke, in part due to the expansion of the Learn Sheffield team to include Nick Whittaker. Nick's work is more similar to the wider LSIP (Learn Sheffield Improvement Partner) team in that his

deployment often leads to a scoping conversation with leaders and a bespoke piece of work. This may include review activities but also training, development work, etc. The SEND Improvement Partners tab has been added to reflect this.



Action – we don't currently have SENCO Surgeries in the plan – would be like to add this back in?

SEND Enquiry & SEND Concerns

There are now two tabs on the improvement programme page which reflect the development in the way that we follow up our school by school locality review. The enquiry process is described as follows:

Learn Sheffield will work closely with SCC and the Inclusion Taskforce to ensure that targeted SEND and Inclusion support is available to Sheffield settings.

This process has been developed since it was first used in 2018/19 and now brings together available data and the intelligence that is available through both Inclusion Taskforce and Learn Sheffield to identify settings where SEND enquiry may be beneficial.

Offers of support and challenge to settings are bespoke and the first step involves conversation with the setting about the quality of provision and the development needs and priorities of the school or academy.

The offer may include a targeted SEND Review, which would generally be supported by a Learn Sheffield Improvement Partner alongside a colleague from Inclusion Taskforce. The review findings will support the improvement of SEND provision and strategy in order to improve outcomes for learners.

The process, like many processes, has been delayed by Covid this year but the action plans that were developed through meetings with Locality Leads are in the process of being followed up.

Actions:

- **Feedback on progress against the action plan needs to be scheduled for the summer term as part of a new improvement cycle (rather than annual review) approach.**
- **The process will also be further developed through the inclusion of a self-evaluation element for schools which will bring the process in line with wider school improvement.**

The concerns process is in the process of being further developed, through partnership between SCC and SPCF, to capture parent and carer concerns in a form that can be added to the intelligence about schools (i.e. separate from any complaint process).

SEND Peer Networks Funded Programme

Now that the school by school reviews have happened with each locality we will go ahead and offer places on cohort two of the SEND Peer Networks Funded Programme.

We aim to offer the places straight after half term and then run cohort two from March 2022 across three terms; summer 2022, autumn 2022 and spring 2023.

The feedback on the action planning and QA processes in the programme were strong – see below and online [here](#) under the SEND Peer Networks tab.

- Action plans feedback – 67.5% expectations exceeded & 97.5% met or exceeded
- QA calls – 75% expectations exceeded & 100% met or exceeded
- Communication – 89.2% expectations exceeded & 100% met or exceeded
- Action planning impact on strategic plans – 75% expectations exceeded & 93.8% met or exceeded
- Coaching impact on leadership - 51.7% expectations exceeded & 100% met or exceeded

Discussion following 'Summary Report 1' has led to some changes in the way that we will construct the programme for cohort two:

- The coaching workshop will be changed to address the mixed feedback (33.3% didn't find it useful) that this session received.
- The impact of coaching on leadership will be improved by more carefully constructed of the triads to ensure that each has one lead school identified more explicitly – this will reduced the number of self-identifying or targeted schools (to no more than 20 of the up to 30 places) but increase the impact on those schools.

Action – discussions about the allocation of up to 30 places for cohort two to be completed by Friday 4 March 2022.



SEND Reviews & Improvement Partner Support

There were 29 SEND reviews completed in 2020/21 - as shared in the ITF Annual Report (June 2021).

Initial feedback on the impact of these reviews, which were a mixture of self-identifying and targeted schools, was strong but this was based on ad-hoc feedback from schools and a small number of sampling conversations (as part of the Learn Sheffield evaluation process).

We determined to collect more structured feedback on the long term impact of this activity and this is scheduled to take place shortly (at the mid-point of the following year) via a short electronic questionnaire followed by conversations with schools linked to their responses.

Action – long term impact of SEND reviews questionnaire and follow up conversations to be completed.

A further 16 SEND reviews are scheduled for 2021/22 and half of these will have taken place by the end of this week (i.e. half term). This number will grow as we follow up the locality school by school action planning discussions and also doesn't include the more bespoke work from Nick Whittaker, which has included the development of IR reviews alongside mainstream school work.

Action – update ITF on SEND Improvement Partner Work alongside SEND Reviews.

We also determined to collect more structured feedback on the immediate or short term impact of SEND Reviews in 201/22. This will also involve a similar short electronic questionnaire so that it can then be revisited next year to assess the longer term impact.

Where this feedback suggest significant learning opportunities, either relating to activities that have had strong impact or limited impact, we plan to expand the case study approach. This will capture the features of success or failure alongside specific measurable impacts.

Action – short term impact of SEND reviews questionnaire and follow up conversations to be completed.

Finally, we are conducting an Ofsted report review in relation to SEND. This is now possible due to the growth in capacity of Learn Sheffield and will be carried out by Jean Watt, who is the new Director of School Improvement and has come directly from HMI.

This review will note relevant SEND information in inspection reports from September 2021 onwards and also focus specifically on schools who have received intervention previously.

Action – feedback to ITF on the Ofsted report review in relation to SEND.