

April 2022

Safeguarding and SEND updates for colleagues



'Life in all its fullness'

This month's newsletter should be shared with principals, DSLs (and their deputies), SENCOs (and deputy / assistant SENCOs), senior leaders and governors.

The Green Paper: SEND review: Right support, right place, right time

In online forums, there have been many questions raised about 'when' this will all come into effect – it is important to remember that the Green Paper is not a set of decision, but that this is out to consultation. As such, there is currently no set of timescales. Some key areas that stand out on the first few readings of the paper are the proposals for:

- A set of national standards to identify who goes onto your SEN register (chapter 2, paragraph 2)
- Recommendation for a statutory multi-agency panel before EHCNA progresses (chapter 2, paragraph 12)
- National streamlined EHCP portal (chapter 2, paragraphs 20 & 21)
- Statutory mediation instead of it being an option for parents (chapter 2, paragraph 31 & 32)
- Increase of Early Years SEND qualified colleagues and a review of the qualification (chapter 3, paragraph 5)
- Role of the TA to be defined and stated in the national standards mentioned above (chapter 3, paragraph 20)
- SENCO qualification – to become an NPQ and must be taken immediately upon recruitment if not already held (chapter 3, paragraphs 22 & 23)
- Strengthening of relationship with SEND governor (chapter 3, paragraph 25)
- Chapter 4 is all about a real change in focus for AP – looking to streamline funding and reduce inconsistency in provision and monitoring (chapter 4)
- Change to metrics gathered local and nationally to reflect inclusion as well as outcomes (chapter 5, paragraphs 14 & 15)
- Development of the performance tables to reflect schools who have high proportions of children and young people with SEND to facilitate an understanding of context alongside academic outcomes (chapter 5, paragraphs 21 & 22)
- National funding formula for banding linked to EHCPs (chapter 5, paragraph 28)
- Small-scale pilot for the above to be trialled initially (chapter 5, paragraph 31)
- Some consideration about a readjustment or review of the notional SEN allocation – and reference to checking against standards before applying for high needs funding (chapter 5, paragraphs 24 – 37)
- The foundation of a national SEND and AP Directorate to oversee the development of SEND standards (chapter 6, paragraph 6)

There will be a MAT response to the consultation; however, if you wish to respond individually please do! Likewise, if you would like to feed your views into the MAT response, please do not hesitate to contact Sarah directly – smilne@threespirestrust.org in order to ensure your views are included in the response.

Launching our Inclusion Strategy

Download our Inclusion Strategy by following this [link](#).

The inclusion Strategy for Three Spires Trust has our Christian identity at its core. The strategy seeks to ensure that all children and young people attending a Three Spires Trust academy are able to flourish due to the opportunities afforded to the school leaders as a result of being a part of our MAT. Deepening understanding and driving improvement, as defined in 'Called, Connected, Committed' underpin our Inclusion Strategy and, as the Apostle Paul wrote in his letter to the Romans, "God shows no favouritism". One of the strengths of being part of a MAT is that our school and academy leaders are not alone – they are able to work with each other, to share experiences and to learn from each other, as well as being able to wisely contribute to the constant drive to improve inclusivity in education.



Borne out of the parable of the Good Shepherd, our Inclusion Strategy reinforces that we strive to provide a holistic education for our children and young people; we seek to keep them safe; we seek to develop strategies that will enable themselves to draw upon the support and wisdom of those around them, but most of all, we seek for them to belong and to feel included. We know that by ensuring that all of these foundation blocks are in place, our children and young people will have the tools to thrive academically as well as spiritually and emotionally.

What next?

- Please ensure that all stakeholders, not only the SENCo or Inclusion Lead, are familiar with the document and the key performance indicators, including the metrics that we will be drawing from individual academies over the coming months.
- Consider your own setting's needs in relation to any traded offer that is being explored and share with the central team at your earliest convenience – this offer is open to core and associate member academies alike.
- Please ensure that, as a core member academy, the Inclusion Strategy is published beneath the SEND policy on your website in order that it is front and centre for prospective parents and carers who may be exploring your setting.
- Please share any questions with Sarah directly.

Social, emotional and mental health

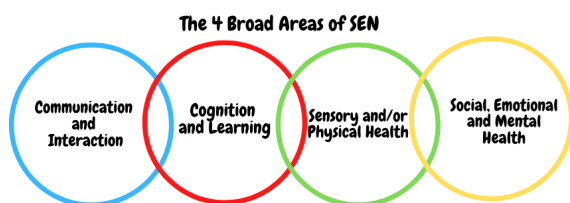
As DSL, DMHL or SENCo, what do you know about the core offer in your setting? The targeted support will be well understood by you – you will know about provisions that are run by members of your team, you will be aware of the impact of these interventions on individual children and young people. BUT, how aware are you of the work that is covered as part of the RSE and PSHE provision in your setting? How is this information shared with you? How does the RSE / PSHE lead know what targeted provisions exist within your school or academy? Is this something that your team are aware of?

Food for thought ...

If you have a 'pastoral support' team, is it widely understood that the provision offered by this team is a core part of your 'social, emotional and mental health' offer? Do parents understand this? Do children understand this? Do other staff understand this? How is it communicated?



**SOCIAL,
EMOTIONAL,
MENTAL,
HEALTH**



Is such support tracked and monitored as part of the SEMH provision? None of these are questions which require immediate answers, but hopefully they lead to consideration about the impact of the language used in school and how a commonality of language can help everyone to understand what is being offered to all children and young people.

Governor checks of the Single Central Record

Things to look out for in the termly check of the Single Central Record:

- Check that all the names of adults on the official staff list are on the Single Central Record
- Ensure that the job role for the adult is the same on the staff list as it is on the Single Central Record
- Random checks of HR files to ensure that evidence in files matches the evidence recorded on the Single Central Record
- Ensure that there is a record of the checks that have been carried out.

Employee Assistance Programme

Colleagues will recently have seen the relaunch of our Employee Assistance Programme. For our Inclusion colleagues, this support is crucial. The impact of independent, impartial advice and support for colleagues cannot be underestimated. Three Spires Trust has intentionally sought out support for colleagues which includes 24/7 counselling, legal advice.

Some of our colleagues are supporting the most vulnerable of the children and young people in the most challenging of circumstances. Please encourage them to access support from Health Assured if they are working with children and young people who are experiencing trauma, or if they are working with children who display challenging behaviours on a regular basis – their wellbeing is so very important. Colleagues need to be aware that this truly is independent and impartial.

In team meetings, please remind colleagues that the Employee Assistance Programme is there for everyone, not just in relation to home and personal circumstances, but also as part of their professional support.

If any questions arise in relation to wellbeing from your teams, please do not hesitate to get in touch.



- Stress & anxiety
- Bereavement
- Relationship advice
- Tenancy & housing concerns
- Counselling
- Financial wellbeing
- Legal information
- Alcohol & drug issues
- Family issues
- Childcare support
- Medical information
- Consumer issues

- Did you know that you can access our Employee Assistance Programme **CONFIDENTIALLY**?
- Did you know that the counselling service is **24 hours a day, 7 days of the week**?
- Did you know that you can access **legal advice** between 9am and 9pm Monday – Friday?
- Did you know that you can access **domestic abuse counselling**?
- Did you know that there is **an app** with physical health programmes for you?
- Did you know that you can seek support for **alcohol and substance matters**?
- Did you know that **bereavement** support is available?
- Did you know that you can have **CBT** programmes – face to face or over the phone?
- Did you know that you have access to **financial advisors**?
- Did you know that up until 5pm, you can call and **request a call back** from a qualified counsellor on the same day ... ANY day of the week.

health assured

Website: healthassuredeap.com
Telephone number: 0800 028 0199
Employer code: MHA187497



CPD Directory: safeguarding, SEND and inclusive practices

Our school improvement offer for safeguarding, SEND and inclusive practices is always growing. If you wish to book any of the training sessions, please liaise with Meg (mtill@threespirestrust.org) in order to express interest and to start exploring possible dates for your school or academy. For core member academies, these events are free. There is a cost for associate members and for non-members.

KCSIE for governors and senior leaders

| Mode of attendance | Max participants | Audience |
|-------------------------|------------------|-----------------|
| Virtual or face to face | 20 | Governors / SLT |

Exclusions – the graduated response and the law

| Mode of attendance | Max participants | Audience |
|--------------------|------------------|-------------------------|
| Face to face | 30 | Senior & middle leaders |

Exclusions – legislation and accountability

| Mode of attendance | Max participants | Audience |
|-------------------------|------------------|-----------------------|
| Virtual or face to face | 15 | Governors / Principal |

SEND for school leaders – based on every leader a leader of SEND

| Mode of attendance | Max participants | Audience |
|--------------------|------------------|----------|
| Face to face | 10 | SLT |

Single Central Record – how to use the system

| Mode of attendance | Max participants | Audience |
|--------------------|------------------|-------------------------------|
| Face to face | 3 | Principal / SCR administrator |