

***Children's Services***

**Support Service  
for  
Special Educational Needs**

(SSSEN – Cognition and Learning)

**Key Service Outcomes**  
A Summary  
of the  
**SSSEN Annual Report**  
**December 2019**

## **Support Service for Special Educational Needs (SSSEN)**

### **Overview of the Service**

The Support Service for Special Educational Needs (SSSEN) aims to ensure the inclusion and achievement of children with special educational needs and build expertise and capacity within schools in Derbyshire, in line with current local and national strategies. The Service consists of approximately 80 full time and part time specialist teachers, including the Head of Service (66.6 fte).

In order to receive support from SSSEN the child must attend a state funded maintained nursery, infant, junior or primary school in Derbyshire and have an EHC<sup>1</sup>/GRIP<sup>2</sup>/EYSEN IF<sup>3</sup> Plan, with SSSEN named as provision on the Plan. Support from SSSEN is agreed by the Head of Service when the child has significant barriers to learning and complex cognitive and learning needs that meet SSSEN criteria.

SSSEN provides weekly support to the child and school and liaises regularly with parents/carers. Progress made towards outcomes, recorded in the child's EHC/GRIP/EYSEN IF Plan, is evaluated and reported at the review meeting. The SSSEN teacher will recommend if the service should continue based on whether the child still meets SSSEN criteria. The decision to discontinue SSSEN support is made by the Head of Service following the recommendations on the SSSEN review report in line with SSSEN criteria.

SSSEN provision is specified as the following on EHC Plans: 'Additional teaching, advice and support will be delivered in school by a teacher from SSSEN. This will give learning opportunities on at least a weekly basis'.

The Service works in partnership with schools, parents/carers and other professionals to deliver a high quality teaching support service which maximises personalised learning and promotes individual inclusion for all children.

The Service consists of seven teams of specialist teachers who have qualifications in, and extensive experience of, special educational needs and inclusion. Service coverage is regularly monitored countywide, with staffing adjustments made according to pupil numbers.

*1 EHC – Education, Health and Care*

*2 GRIP – Graduated Response for Individual Pupil*

*3 EYSEN IF - Early Years SEN Inclusion Fund*

## **Key Service Developments Achieved in 2018-19**

- Remodel the Service to further develop inclusion in light of SEND Research and Local and National Reviews.
- Develop Service assessment practice in line with outcomes of the Rochford Review. Share and promote best practice.
- Review the Service engagement with pupil voice and its impact.
- Extend communication with parents/carers by offering secure email communication.

## **Evaluation of Service Provision**

### **National Curriculum Progress**

Due to the changes in national assessment reporting and 'Assessing without Levels', SSEN have developed a banding system to break down National Curriculum year groups into small steps for children with SEND. In conjunction with the Local Authority Link Adviser, we have developed criteria for progress judgements based on the systems for assessment. An internal Service database is used to compare progress for different groups of pupils on an annual basis.

For detailed analysis of SSEN Service data please see the full SSEN Annual Report 2019. Against the criteria for progress judgements the overall Service outcomes for children working within National Curriculum expectations were 'Outstanding' in Reading, Writing and Mathematics (related to Ofsted Framework prior to the introduction of the New Framework).

### **P Level Progress**

Whilst P Levels are no longer statutory following the Rochford Review and annual progress cannot be judged against any National benchmarks, in 2018-19 the average progress of SSEN pupils has increased from 1.23 to 1.31. This indicates increased rates of progress for P Level learners.

### **Impact of SSEN Inclusive Provision**

In addition to maximising pupil progress as evidenced by consistently strong data performance over the past five years, SSEN provision has impacted on the prevention of exclusion for pupils with SEND.

25% of SSEN caseload (150 children) are at risk of exclusion from mainstream primary schools. This is linked to co-occurring SEND – Social, Emotional and Mental Health/Communication and Interaction needs, in addition to significant

Cognitive difficulties. Only one child was permanently excluded in the last academic year, demonstrating that SSEN have contributed to the prevention of exclusion for approximately 150 pupils and maintained their mainstream placement over 2018-19.

Exclusions of pupils with SSEN provision have remained consistently very low.

### Teaching, Learning and Assessment

All teachers within the Service have an individual teacher summary and overall judgement recorded through Appraisal which includes:

Observations, Pupil Tracking, Work Scrutiny, Discussions with Pupils

In 2018-19, 100% of Teaching, Learning and Assessment was judged as 'Good' or 'Outstanding', with 72% 'Outstanding', an increase of 2% on the previous year.

### Quality Development Dialogue (QDD)

Service provision is evaluated in the context of the Ofsted Education Inspection Framework. Each SSEN team produces a Self-Evaluation Summary (SES) and the Link Adviser produces a Record of Visit, in line with the Ofsted Education Inspection Framework.

All teams have achieved their Key Areas for Improvement for 2018-19 following QDD reviews with the Adviser in November 2019. All teams have continued to demonstrate very strong outcomes over time for pupils with SEND, linked to their SES and QDD reviews for the past five years.

## **Training Outcomes and Bespoke Services**

### SSEN Training Courses

During 2018-19, SSEN developed and delivered a training package to school delegates - 'Moving on from P Scales – new statutory pre-key stage assessment for pupils working below expectations'.

- On a scale of 1 to 10, the average rating for *'How useful/relevant was the content of the training session'* was 9.8
- On a scale of 1 to 10, the average rating for *'How effective were the training methods used'* was 9.8

### SSEN Costed Bespoke Services

SSEN offer bespoke services tailored for and purchased directly by individual schools. Services have included assessments of individual pupils not receiving SSEN support to advise on teaching and learning strategies to meet identified

needs. Schools have also requested bespoke services to support a new SENCO or to support with Provision Mapping. Consultancy has also been carried out with schools regarding specific areas of SEND for staff development.

- 36 Bespoke Assessments were carried out during 2018-19
- 26 Bespoke Consultancy/Training sessions were delivered in schools throughout the county during 2018-19
- On a scale of 1 to 10, the average rating for *'How useful/relevant was the content of the training session'* was 9.4
- On a scale of 1 to 10, the average rating for *'How effective were the training methods used'* was 9.4

### SSSEN SENCO Training Networks

- SENCO Training Networks were delivered to 131 delegates throughout the county held in the Autumn and Summer terms
- On a scale of 1 to 10, the average rating for *'How useful/relevant was the content of the training session'* was 9.2
- On a scale of 1 to 10, the average rating for *'How effective were the training methods used'* was 9.2

### Feedback from Service Users

Each year we collect feedback from children, parents, schools and other agencies through questionnaires to support the evaluation of the quality of our service.

Schools 218 responses from 249 questionnaires issued - representing an 88% return response, a 10% increase on last year.

- 100% of schools reported that the teaching, strategies, training and support from SSSEN are effective in meeting the educational needs and inclusion of children with SEND, with 73.4% rating this to be 'Outstanding'.
- 100% of schools considered the impact of SSSEN provision on the progress of children supported by SSSEN to be 'Good' to 'Outstanding'. 65.1% rated the impact as 'Outstanding'.

Parents/Carers 479 responses from 672 questionnaires issued – representing a 71% return response, a 2% increase on last year.

- 99.8% of parents/carers surveyed this year knew what their child was learning with their SSSEN Support Teacher, an increase of 1% on the previous year.

- 95.4% of parents/carers said that the SSSEN Support Teacher gave them ideas to help support their child's learning, an increase of 2.1% on the previous year.

### Children

- 91.4% of children thought the activities they did with their Support Teacher helped them to get better at their work, with only 1.6% responding 'No'. 7% of children responded with not sure/sometimes or did not answer this question. Last year the figures were 89.5%, 0.7% and 9.8% respectively.
- 87.3% of pupils felt that the work they did with their Support Teacher helped them with their class work, with only 1.2% responding 'No'. 11.5% responded with not sure/sometimes or did not answer this question. Last year the figures were 84%, 1.5% and 14.5% respectively.

### Multi Agency

We periodically collect feedback from other agencies to support the evaluation of our multi-agency working.

- 100% of other agencies evaluated the impact of working in partnership with SSSEN on children with special educational needs as 'Good' or 'Outstanding', with 75% being rated as 'Outstanding', which is a 13% increase on last year's responses.

### Comments on the Service

The comments below are a sample taken from the Monitoring and Evaluation questionnaires which were sent to parents/carers, schools and other agencies in 2018-19. The sample represents multiple comments on certain themes. Individual comments are followed up by the Head of Service, Area Managers and individual Support Teachers as appropriate.

This year we have presented themes linked with the key priorities for SSSEN Service development, which we present as a Service Plan. This Service Plan links to the Children's Services' Service Plan and the vision below.

#### ***Children's Services Vision***

**'Working creatively together to inspire and empower children, young people and their families and communities to be the best they can be: safe, healthy, happy, learning and working'**

### Comments linked to the 'Vision' above

- The team supporting our schools are incredible. They work closely with the children (obviously) and establish fantastic working relationships. The SSEN team here also works brilliantly alongside the teachers and other professionals, as well as parents, to ensure these children have the best possible opportunities. (*School*)
- SSEN has supported my child's learning both in school and out of school with the strategies she has shared. His confidence across many areas has improved and has had a positive impact. (*Parent*)
- Supported children can access more of our curriculum; they have more confidence and independence as a result of interventions. (*School*)
- I'll probably have to go to college, I want to be a mechanic. (*Pupil*)
- Our pupils have made excellent progress and teachers/TA's have been empowered by the expert advice given. The input from our SSEN teacher has made a vital contribution to the progress of our children with SEND. She is a true 'advocate' for the children involved and supports both staff and parents to play an effective and functioning role too. (*School*)
- I think I've improved a lot since Year 5. I was very worried about SATs but now, with all the help from my support teachers and class teachers, I think I'm ready for it. (*Pupil*)

### Comments linked to the SSEN Service Plan Key Priorities

#### To remodel the Service to further develop inclusion in light of SEND Research and Local and National Reviews

- Our SSEN teacher has worked alongside the cohort, including working with other children with similar needs to support full inclusion wherever possible. Ongoing liaison with all key staff, face-to-face or via email has been invaluable. This has enabled the children to remain fully engaged in learning together whilst making maximum progress and narrowing the gap in learning. Lessons have been planned to run alongside the main teaching whilst being tailored to meet the personalised learning goals of each child, resulting in positive learning outcomes as well as improved emotional well-being. Excellent relationships have been forged, not only with the pupils but also key staff. (*School*)
- Our SSEN teacher has been very friendly and helpful. She has worked **with us** as opposed to coming in with a set of ideas. Thank you. (*School*)

- My child being in the classroom more has helped her progress. (*Parent*)
- I like working with a partner or as part of a small group. (*Pupil*)

#### To review the Service engagement with pupil voice and its impact

Pupil questionnaires were improved from previous years by including more open questions such as what are you proud of. Pupils were also asked about what could help them with their learning so that this could be followed up by SSEN and by school staff to ensure that pupil voice is central to support.

- Being able to know how to weigh and I'm proud that you helped me with this, that I can remember how many mm in cm, cm in m, m in km and this meant I could put my hand up in class today and get the right answer and I felt very proud and happy. (*Pupil*)
- I'm better at being shown how to do things rather than talk about it. (*Pupil*)
- I'm proud of how I'm getting up in lessons and grabbing these (holds prompts cards SSEN Teacher made). I'm also proud of how I'm getting better at times tables because we did 6s yesterday and I flew through them. (*Pupil*)
- I find it useful when people take things slowly i.e. give options with time to think. (*Pupil*)

#### To extend communication with parents/carers by offering secure email communication

- I have always liaised with the SSEN teacher since day 1. We have shared ideas on how to interest my child whilst learning, with much success. (*Parent*)
- SSEN has communicated with us brilliantly this year. We know what has been done and achieved session by session, this really helps us as parents. (*Parent*)
- Our SSEN teacher has also helped to communicate and engage with parents which has been brilliant! Thank you! (*School*)

#### **Suggestions from feedback for Service Development - 'Even Better If ...'**

- Excellent service - would be fantastic to have an overlap into secondary. SSEN has been brilliant with my child. Many thanks. (*Parent*)
- Further and on-going support with the pre-key stage standards implementation. (*School*)
- Ideas for intervention resources for use within lessons. (*School*)



*Most suggestions from schools were focused on identifying their own CPD needs for the following year, which SSEN Area Managers will follow up to offer as bespoke consultancy as appropriate.*

*Most suggestions from parents related to individual children which SSEN Teachers/Area Managers will follow up.*

### **Complaints**

There were no formal complaints reported to the Head of Service this year.

### **Compliments**

In addition to the formal collation of Monitoring and Evaluation via annual questionnaires, the Service received many additional compliments including the following from a school:

- The support we receive from SSEN is essential to the successful placement of a child at our school.

### **Future Developments at Service Level**

- To develop a SSEN Service offer linked to the Thriving Communities programme based on different ways of working in a range of areas, including primary to secondary transition.
- To review and develop SSEN assessment and progress monitoring systems, including the Service database in the light of National assessment and Ofsted changes and including Early Years.
- To devise and develop SEN resources packages to support schools and extend the SSEN traded S4S offer.

---

**SSEN will strive to ensure the inclusion and achievement of children with special educational needs and disabilities within the Children's Services Vision.**

---

The full 'SSSEN Annual Report, December 2019' is available on the Local Offer Website.

For further information, please contact:

Belinda James  
Head of Service  
Support Service for Special Educational Needs  
Derbyshire County Council  
Children's Services  
Peter Webster Centre  
Sheffield Road  
Chesterfield  
S41 8LQ

[belinda.james@derbyshire.gov.uk](mailto:belinda.james@derbyshire.gov.uk)

 01629 532722