



Children's Services

***SUPPORT SERVICE
FOR
SPECIAL EDUCATIONAL
NEEDS***

(SSSEN – Cognition and Learning)

**ANNUAL REPORT
December 2019**

SUPPORT SERVICE FOR SPECIAL EDUCATIONAL NEEDS (SSSEN)

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1. INTRODUCTION AND OVERVIEW

The Support Service for Special Educational Needs (SSSEN) works directly with children with Education, Health and Care (EHC) Plans, Graduated Response for Individual Pupil (GRIP) Plans and Early Years Special Educational Needs Inclusion Fund (EYSEN IF) Plans. We work in state funded mainstream nursery, infant, junior and primary schools within Derbyshire. The Service consists of approximately 80 full time and part time specialist teachers, including the Head of Service.

The Service 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.

In order to receive support from SSSEN the child must attend a state funded mainstream nursery, infant, junior or primary school and have an EHC, GRIP or EYSEN IF 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 the 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.

Key Service Level Developments 2018-19

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

1.1 Purpose, Aims, Objectives and Strategies of the Service

Purpose

In partnership with children, schools, parents/carers and other stakeholders, to deliver high quality, specialist teaching for children with special educational needs – complex cognitive and learning difficulties, at the direction of the Local Authority.

Aims

The Service aims to empower schools to include children with special educational needs by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual children

Objectives

To improve the educational outcomes, independence skills and therefore the life chances of children with special educational needs in Derbyshire, by maximising personalised learning and promoting individual inclusion for all pupils.

To deliver an outstanding Service provision to children, families and schools in terms of effectiveness and value for money.

Strategies

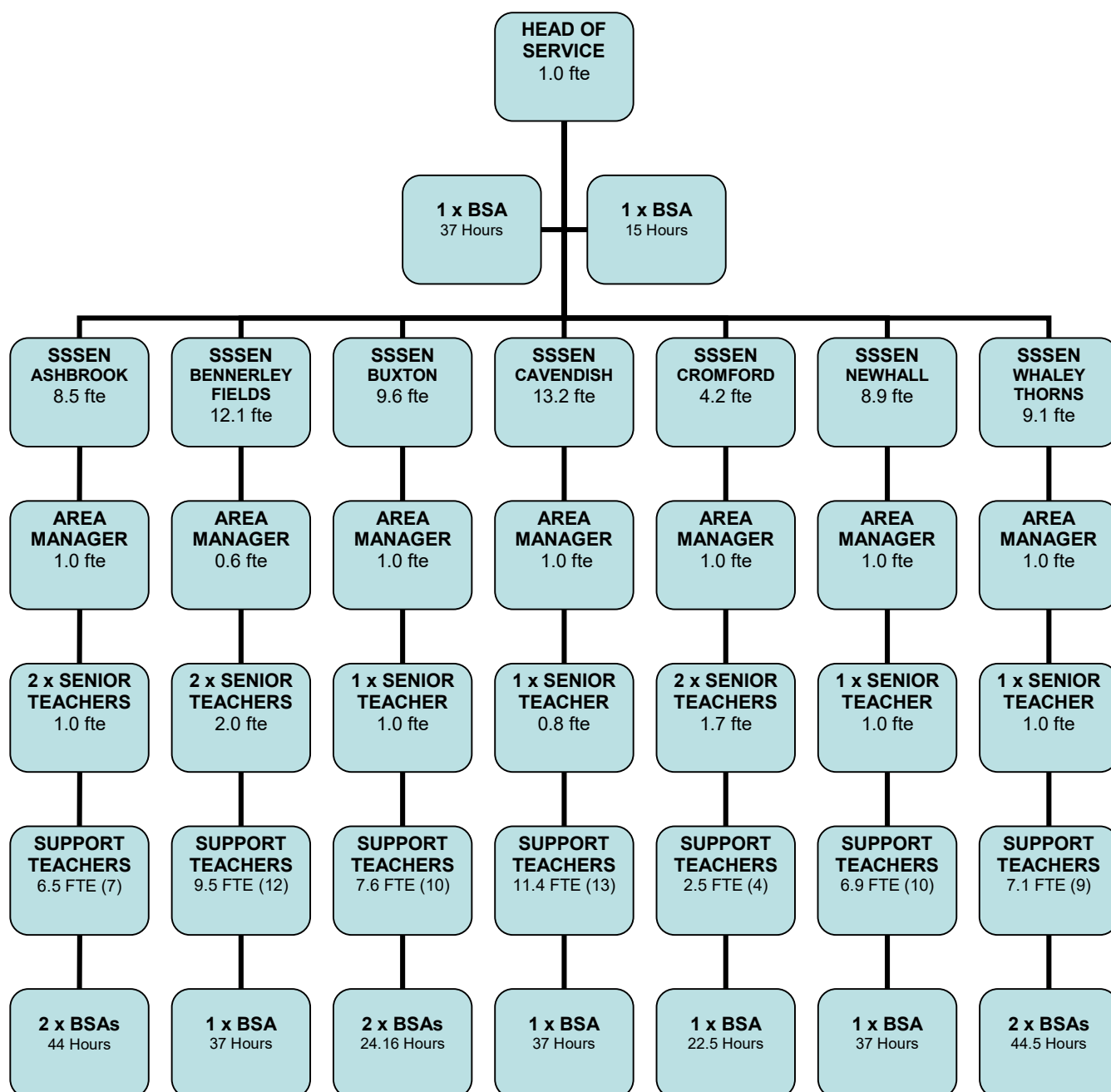
- Requests for SSEN are referred to the Head of Service for pupils through an EHC/GRIP/EYSEN IF plan. Referrals are moderated and approved against SSEN criteria. Managers then allocate teacher support to the designated school within a two week prescribed time-scale.
- Support teachers assess pupils and establish a base line.
- In collaboration with pupils, parents/carers, school and other stakeholders all evidence is considered and targets are devised.
- A teaching programme is implemented and learning outcomes are shared with pupil and parents/carers.
- The teaching programme may involve the inclusion of other pupils within the school who may have similar needs.
- Support teacher establishes a pupil file containing: - pupil details, planning (long, medium and short-term), assessment records, multi-professional/parent liaison records. These records are shared with school staff and others through secure systems, such as Perspective Lite, to support integrated working. The Service stores all records in secure electronic pupil files.
- Pupil progress is monitored and reviewed on a regular basis with full involvement of pupils and parents/carers.
- The Service provides detailed evidence in reports for reviews that reflect progress towards outcomes, updated assessment data and pupil and parent/carer views.
- As a Service we offer training, support and advice to school staff. We aim to keep schools informed of current initiatives and resources in the field of SEND.
- Support teachers attend parent consultation meetings in order to support and inform parents. These meetings provide the opportunity to discuss progress, share the teaching programme and discuss ways in which parents/carers may help at home. Parents/carers are invited to join teaching sessions to share in learning activities and strategies and their child's progress.
- Support teachers have a valuable role in cross-phase/transition liaison with pupils, parents and professionals.

- The Service maintains a rigorous programme of staff development. This is supported by specialist teachers within the Service as well as external providers.
- The majority of teachers within the Service have a range of qualifications in special educational needs, many at the level of a Master's Degree or equivalent in SEN.
- Teaching staff are proficient in the use of ICT and are using these skills regularly to support pupils with their teaching programmes in the classroom and for administration purposes.
- Inclusion: It is necessary for the Service to achieve a balance between giving pupils the individual attention they need and keeping their educational experience as inclusive as possible. As an inclusive Service we promote inclusive teaching in class and in groups with peers in order to transfer skills and strategies to school staff and to develop pupil independence.

2. Structure of the Service

The Service consists of seven teams of specialist teachers who have qualifications in, and extensive experience of, special educational needs and inclusion. We work directly with pupils with EHC, GRIP and EYSEN IF plans in primary schools within Derbyshire.

The Service currently employs approximately 80 full time and part time teachers, giving a full time equivalent (fte) of 66.6.



FTE = Full Time Equivalent
Current Structure – December 2019

3. PUPIL STATISTICS

3.1 SSSEN Deployment Arrangements

SSSEN deployment figures demonstrate that Service caseloads were at a maximum during 2018/19.

Due to the increase in the number of EHC Plans, GRIPs and EYSEN IF plans naming SSSEN and the statutory nature of the Service, the frequency of historical support visits has been reviewed in order to meet statutory requirements. A single weekly visit is now carried out where possible rather than the historical twice weekly visit. This reduces travel time and costs and has given additional capacity to caseloads, without a reduction in provision to individual pupils.

Pupil Progress has been maintained, showing that the transition to single weekly visits has not impacted on meeting the needs of pupils.

The Head of Service monitors pupil caseloads across the seven SSSEN teams on a regular basis and ensures that teams are staffed to provide equitable support across Derbyshire.

3.2 Pupil Progress

Due to the changes in national assessment reporting and 'Assessing without Levels', SSSEN 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.

3.2.1 National Curriculum Progress

For our cohort of children with complex cognitive learning difficulties:

- **Below Expected** would be no progress

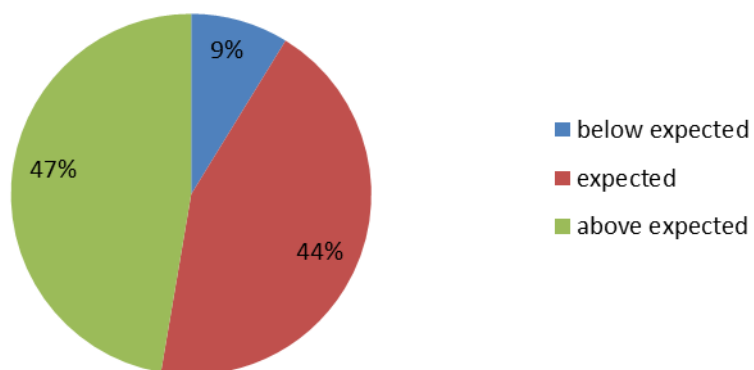
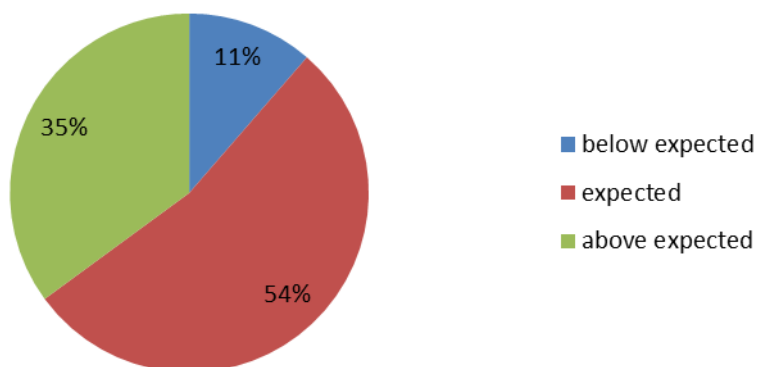
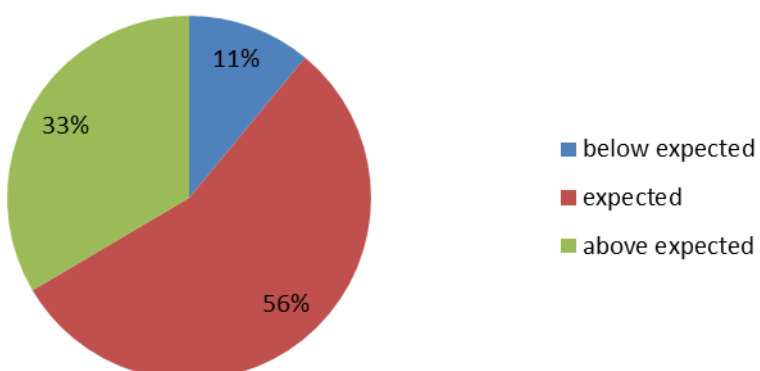
(We know they are making very small steps of progress but not enough for a band.)
- **Expected** would be less than one year's progress
- **Above Expected** would be one year and above progress

Good Progress:

- No more than 25% Below Expected
- At least 50% Expected or Better with at least 25% Above Expected

Outstanding Progress:

- No more than 10% Below Expected
- At least 60% Expected or Better with at least 30% Above Expected

National Curriculum Progress 2018 - 2019 for Children Supported by SSSEN**NC Progress in Reading 2018-19****NC Progress in Writing 2018-19****NC Progress in Maths 2018-19**

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 introduction of New Framework).

3.2.2 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.

We are reviewing Service pupil assessment and progress in light of the outcomes of the Rochford Review regarding statutory assessment arrangements for pupils working below the standard of national curriculum tests at the end of Key Stages 1 and 2.

3.2.3 GRIP and EHCP Progress

In 2018-19, children receiving SSEN support through GRIP outperformed children receiving SSEN through EHCP. This demonstrates that early intervention through GRIP is leading to increased progress.

	P Level Average Progress	NC Average Progress
GRIP	1.47	0.85
EHCP	1.13	0.80

3.3 Impact of SSSEN Inclusive Provision

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

25% of SSSEN 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 SSSEN have contributed to the prevention of exclusion for approximately 150 pupils and maintained their mainstream placement over 2018-19.

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

4. OUTCOMES OF SERVICE PLAN 2018-19

Action	Lead Officer	Target date for completion	Success Criteria
To remodel the Service to further develop inclusion in light of SEND Research and Local and National Reviews.	Head of Service	July 2019	<ul style="list-style-type: none"> Professional practices challenged through service modelling of group and in class support. School staff encouraged to reflect on practice based evidence based research eg DISS Report. Service personnel clear and consistent in messages and delivery to support inclusive practice. Schools empowered to build their own capacity. Increase in schools undertaking IQM. Traded service offer reinforces inclusive messages and practice.

Outcomes

- The remodel of the Service in order to develop the SSSEN inclusive role further has resulted in positive outcomes in all areas. Progress and Monitoring and Evaluation data remain 'Outstanding' even though the staffing has been reduced and major budget savings have taken place. The shift in focus from historical one to one support to more inclusive group work and in-class support is now embedded in all teams. The Service shift has in turn led to the beginnings of a school shift in remodelling SEN provision and inclusive approaches. In

Monitoring and Evaluation, 39.4% of schools responded that the impact the Service has on whole school development was 'Outstanding', an increase of 2.5% from the previous year.

- Whilst two further schools have achieved IQM, unfortunately the cost of IQM is an issue for further schools because of budget constraints. However, schools are networking together and share inclusive models, including purchasing traded service training. SENCO Networks delivered this year were received very positively as shown by the collation below:

		Average rating (0-10)
1. How useful/relevant was the content?		9.2
2. How effective were the training methods used?		9.2
Total Number of Delegates	131	

Action	Lead Officer	Target date for completion	Success Criteria
<p>Assessment</p> <p><i>Identified as key Service priority for CPD by staff (CPD 1 Collation)</i></p> <p>A) Rochford</p> <p>Develop Service assessment practice in line with outcomes of the Rochford Review. Share and promote best practice.</p>	Focus Group Leads	July 2019	<ul style="list-style-type: none"> • Continue engagement with national developments including end of Key Stage Standards. • Ensure strong knowledge throughout service. • Review service assessment and progress tracking in line with changes. • Develop best-practice model to share with Derbyshire schools and LA, if appropriate, more widely.

<p>B) EYFS Assessment</p> <p>SSSEN research on EYFS shared with LA working group, EYSEN, Special Schools and SEN Adviser.</p>	<p>Focus Group Leads</p>	<p>July 2019</p>	<ul style="list-style-type: none"> • Establish Standard Operating Procedures for tracking learners with SEND in the EYFS. • Collation of Service data for learners in the EYFS in all Prime Areas plus Literacy and Mathematics. • Report on the analysis of measures of progress – months supported versus % increase based on starting point to LA working group. • Criteria for 'expected or better' progress established.
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Outcomes

- The SSSEN Service has developed 'SSSEN Learning Steps to support the Pre-Key Stage 1 and 2 Standards'. All SSSEN staff have received CPD in the PKS and the Learning Steps package (evaluation rating 9.85 out of 10) and have been supporting schools with the new assessment arrangements.
- The SSSEN PKS package has been very positively received by schools and purchase of this package has generated substantial income for the Service to contribute to budget savings.
- Traded training was delivered to schools on the Pre-Key Stage Standards, with an average evaluation rating of 9.8 out of 10. Next year the Service will be reviewing its internal assessment systems and progress database.
- An EYFS assessment package for learners with SEND in the Reception year has been developed with training offered to schools in the Autumn term.
- Service data for learners with SEND at the end of the Reception year has been collated and analysed.

Action	Lead Officer	Target date for completion	Success Criteria
Review the Service engagement with pupil voice and its impact.	Head of Service, Area Managers and Senior Teachers	July 2019	<ul style="list-style-type: none"> Monitoring and evaluation questions reviewed and adapted accordingly. Portfolio of evidence of pupil voice established in each team. Clear focus in place on “you said we did” in relation to pupil voice. Concrete examples generated of actions taken as a consequence of pupil voice and their impact. Good practice in relation to gathering focused pupil voice feedback shared across teams. Group 21 event and then Whole Service event in relation to pupil voice undertaken.

Outcomes

- The new pupil M & E questionnaires that focus on pupil voice through a ‘you said, we did’ approach have been successfully implemented across the Service. All teams are following up individual changes to support that have come from feedback to ensure that pupils have a direct choice in how their support is delivered. The evidence is presented in the collation of pupil responses and comments.
- Team portfolios of good practice have been developed and shared across the Service. Examples of best practice include the mosaic approach, which enables pupils with complex needs, who have difficulty expressing their views, to communicate through photographing different aspects of school linked to positive and negative aspects to their school experience. Examples of these are available as case studies.

- The impact of ensuring that pupil voice is central to support has also been extended beyond SSEN to school staff and other professionals through inclusion meetings in schools. For example, a pupil requested that a health professional changed the timing of her visit to school because he was missing a particular subject that he enjoyed but was falling behind in. Another pupil held a whole school assembly with the support of SSEN to raise awareness of his disability and how staff and other pupils could include him better in school.

Action	Lead Officer	Target date for completion	Success Criteria
To extend communication with parents/carers by offering secure email communication as requested through parental feedback on Service Monitoring and Evaluation 17-18.	Whole Service	July 2019	<ul style="list-style-type: none"> • Policy to be finalised, read and signed by all staff. • All staff to be aware of GDPR and associated policies/procedures. • Use of secure emails to be monitored on each team and collated for the Service with feedback from staff and parents/carers.

Outcomes

- Secure email communication was piloted across all teams and a subsequent policy/procedure finalised and agreed in line with DCC policies. All SSEN teachers have signed the policy following final training in September 2019 and the system is fully operational.

Action	Lead Officer	Target date for completion	Success Criteria
Maintain high quality of teaching, learning and assessment.	Head of Service, SSEN SLT	Ongoing – Reviewed Annually by October (Teacher Appraisal Cycle)	<ul style="list-style-type: none"> • Maintain quality of teaching to be Outstanding – more than 30% Outstanding, 100% Outstanding or Good and 0% requiring improvement.

Outcomes 100% of Teaching, Learning and Assessment was judged as 'Good' or 'Outstanding' with 72% Outstanding, an increase of 2% on the previous year.			
Action	Lead Officer	Target date for completion	Success Criteria
Maintain high level of positive feedback from clients and key stakeholders.	Head of Service, SSEN SLT.	May 2019	<i>Children:</i> <ul style="list-style-type: none"> Achieve 95% or higher positive overall response to SSEN provision. <i>Parents:</i> <ul style="list-style-type: none"> Maintain parent overall satisfaction at 95% or higher. <i>Schools</i> <ul style="list-style-type: none"> Maintain school's evaluation of impact of SSEN provision at 95% or higher - good or better.
Outcomes Children: 98% positive response to SSEN provision (summary of responses). Parents: 98% positive response to SSEN provision (summary of responses). Schools: 100% of schools considered the impact of SSEN provision on the progress of children with an EHC Plan/GRIP/EYSEN IF to be 'Good' or 'Outstanding'.			

5. JOINT WORKING

5.1 Multi-Agency Working

The Service continues to be pro-active in its approach to joint working and has developed links with the SEND Locality Teams. The Service has established ways of working collaboratively with other agencies including the following activities:

- Joint work with the Support Services for Visual, Physical and Hearing Impairment, Behaviour Support Service (BSS), Educational Psychologists, Autism Outreach and Integration Pathways Team.
- Transition arrangements and management liaison meetings with the Early Years SEN Service.
- Joint working with Social Care and Health teams eg TAF meetings, child and family support work with Health professionals.
- Joint work with the Education Improvement Service (EIS) at Leadership and Management Level. Senior Advisers co-ordinate support through SSSEN Area Managers for school improvement focus work across DCC.

5.2 Multi-Agency Forums and Activities

SSSEN contribute to several multi-agency forums across Derbyshire:

- SEND Stakeholder Group
- Schools and Learning Briefings
- Links with voluntary groups
- Access and Inclusion Meetings
- Derbyshire Parent/Carer Voice Links

6. STAFF DEVELOPMENT

The Service puts high priority on the development of the skills and knowledge of the staff working within the teams. Individual and Service-wide training needs are identified via:

- Appraisal/My Plan
- Quality Development Dialogue (QDD)
- SSSEN Service Plan and Children's Services Service Plan
- Area Manager Meetings
- Evaluation Returns
- Other priorities identified elsewhere - local and national initiatives

Staff development can be via a number of methods - training courses, shadowing, observation, research, meetings with other professionals etc.

6.1 Courses Attended and Impact

Whole Service Training September 2018 – July 2019

- Moving on from P-Scales – new statutory pre-key stage assessment for pupils working below expectations
- Accuracy and consistency in EYFS tracking

Management Training September 2018 – July 2019

- Children's Services Management Seminars
- Safer Recruitment Training
- Safeguarding
- Thriving Communities Leadership Programme (Head of Service)

Team Level Training September 2018 – July 2019

Team level training is recorded on the team SES (Self Evaluation Summary) and Area Managers retain records of individual staff CPD related to Appraisal. At team level, training also ensures staff are kept updated in Safeguarding and other DCC policies and procedures.

The teams put high emphasis on the quality of advice and the up to date skills and expertise of staff. Training budgets have become more limited in recent years, so the Service has been looking at more creative ways of acquiring the skills and knowledge necessary to provide high quality advice and information for the schools, children and families we work with.

Training priorities are related to the Service Plan and include the following:

- Ensuring that all staff (including new appointees) have the relevant skills and qualifications for the post
- All new staff undergo a full induction training programme with a mentor. In addition, Induction Days are held for all new staff which cover Service overview and Assessments
- Ensuring staff are kept up to date with developments in specialist areas
- Ensuring staff keep abreast of developments in SEND at both national and local levels
- Ensuring staff are updated in DCC policies, procedures and initiatives

Training is often required at a regional or national level as the skills of staff in the Service are highly specialist.

When individuals attend training there is an expectation that any skills or knowledge gained is shared with other team members at team meetings, team training days and Service training days.

6.2 Development through Appraisal

Appraisal (Teachers) and My Plan (BSAs) have taken place through the year in accordance with DCC and national guidelines. The Service's Appraisal procedures operate via the following cycle:

September/October:	Objective setting/review
Throughout the Year:	Observations, Pupil Tracking, Scrutiny of Work and Discussions with Pupils
Spring Term:	Interim Review

The objectives set and achieved by individual members of staff are guided by the Service's Annual Plan and Team Key Issues/SES. These directly link to and support the Children's Services Plan priorities. Priorities achieved during 2018-19 were:

Team Level

- The development of 'Innovation Groups' to increase our capacity to teach inclusively, maintain 'outstanding' outcomes and develop parent, teacher and SLT relationships.
- The development of more inclusive practices through the use of Kagan group structures and strategies.
- Increased number of pupils making more than expected progress in Maths.
- Through the development of coaching skills enhanced links between SSSEN sessions and classroom based learning.
- Staff fully conversant with Characteristics of Effective Learning and Pre-Key Stage standards to sustain aspirational pupil outcomes.
- Increased progress for children working at P-Levels with a focus on those working at P6 - P8 (bridging) at KS2.

7. EVALUATION OF SERVICE

As a Service we use a range of systems to monitor our performance and effectiveness over a yearly cycle. Each activity is evaluated and findings are used to inform development planning.

Activity	Term
Quality Development Dialogue with a Link Adviser from the Education Improvement Service (QDD)	Autumn 2 – Area Team Improvement Review Spring 2/Summer 1 – Interim Review
Appraisal	Autumn 1
Caseload Reviewing (Service Level)	Termly
Monitoring caseload, Assessments, Medium Term Plans and Annual Reviews (Team Level)	Ongoing throughout the year
Pupil Progress Monitoring (Team Level)	Termly
Pupil Progress Monitoring (Service Level) (see Section 3)	Summer 2
School Questionnaire	Summer 1
Parental Questionnaire	Ongoing throughout the year
Pupil Questionnaire (including Pupil Voice)	Summer 1
Other Agency Questionnaire	Ongoing throughout the year
Training Evaluations	Ongoing – collated Summer

7.1 Quality Development Dialogue (QDD)

This process gives the Service the opportunity to have a dialogue with a Link Adviser from the Education Improvement Service and supports the process of self evaluation. An annual meeting is held for each team with our Link Adviser and the Head of Service holds an interim review with each team, with team progress then reported to the Link Adviser. These meetings are challenging but supportive and provide an opportunity to reflect on current practice and consider ways of improving. Service provision is evaluated in the context of the Ofsted Education Inspection Framework.

Each 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.

7.2 Training Outcomes and Bespoke Services

SSSEN Training Courses

During 2018-19, SSSEN 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

SSSEN Costed Bespoke Services

SSSEN offer bespoke services tailored for and purchased directly by individual schools. Services have included assessments of individual pupils not receiving SSSEN 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

7.3 Evaluation from Service Users

Each year SSSEN collect feedback from children, schools and parents/carers through questionnaires to support the evaluation of the quality of our service. The outcomes for 2018-19 Monitoring and Evaluation questionnaires are based on a large number of responses as all children, schools and parents were surveyed again this year.

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.

Pupils

- 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.

7.4 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 SSSEN 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*)
- SSSEN 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 SSSEN 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 SSSEN Service Plan Key Priorities

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

- Our SSSEN 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 SSSEN 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.

7.5 Complaints

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

7.6 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.

8. FINANCE

8.1 Expenditure 2018-19

£60,000 savings were generated from the SSSEN budget for 2018-19 to contribute towards the Children's Services savings target. The savings were achieved by reduced management costs, travel costs and supply cover for vacant posts, in addition to income from traded services.

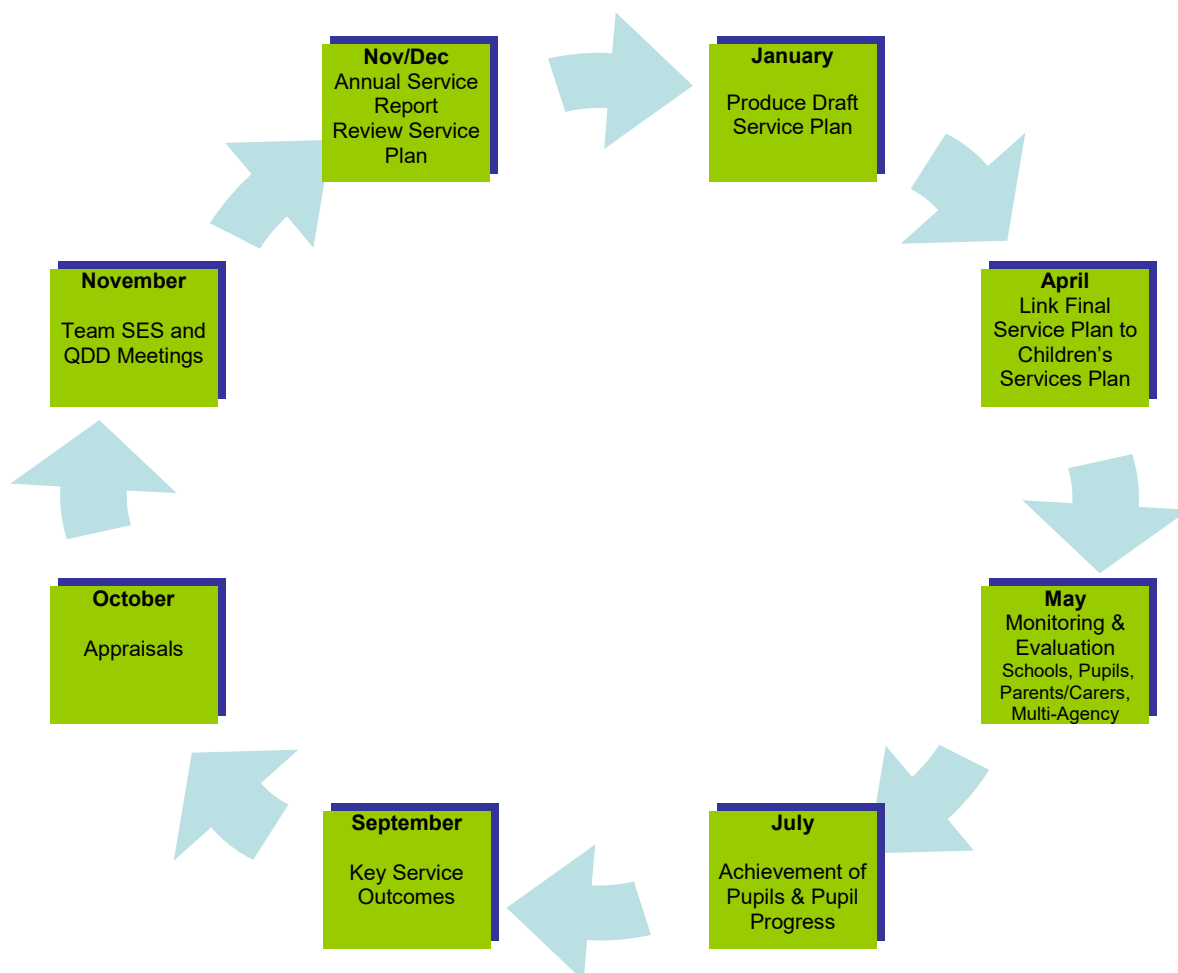
8.2 Budget Monitoring

Meetings to monitor the Service budget and team budgets have taken place with our Children's Services Accountant on a regular basis and a monitoring system has been developed that supports both SSSEN and finance. The budget for 2019/20 is on track, including the savings target.

The Service has continued to strive to make financial savings wherever possible and to look for efficiencies. Travel costs have been considered and the Service protocol is to provide a single weekly teaching session where possible, rather than twice weekly, to reduce travel costs and time. The Service is offering costed training to generate income including a full programme of bespoke services. In addition, the Service has had to reduce overall staffing to make the required savings in the context of the flat Dedicated Schools Grant (DSG) budget and increased Teacher Pension and National Insurance costs, along with increased Teacher pay awards.

9. THE WAY FORWARD

9.1 SSSEN Service Development Planning and Review Cycle



9.2 Future Developments

Service Level

- To develop a SSSEN 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.

9.3 The National and Local Context

Issues that are likely to affect service delivery in the coming year include:

National Context

- The impact of the SEND Reforms and the SEND Sufficiency Review
- The New National Curriculum and 'Assessing without Levels', including outcomes from the Rochford Review and the new Ofsted Framework
- Ongoing budgetary constraints on the work of public services

Local Context

- Outcomes from the work of the SEND Strategic Board and Stakeholder Group on the Derbyshire approaches to the SEND Reforms following the outcomes of the SEND Sufficiency Review
- Derbyshire County Council systems and procedures in response to local and national changes, including GDPR, Procurement, secure email communication

In the current climate of change and challenges, SSSEN will strive to continue to ensure the inclusion and achievement of children with special educational needs and disabilities within the Children's Services Vision.

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'

If you would like to comment about this report or anything written in it, or you would like to discuss the work of the Service further, please contact:

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