



Gravesham District Plan 2021 -2022

Priority 1

Ensure school and setting staff have access to a range of training/professional development opportunities, in order that there is an increased capacity and knowledge/expertise, when working with children and young people with SEND.

Rationale

Due to the barriers presented from Covid 19, there are limited face to face opportunities this year, restrictions to visits to schools and visitors to training rooms so there is a need for different professional development packages.

Success Criteria

Despite the limitations imposed by Covid 19 staff from schools and settings are able to access appropriate professional development and increase their capacity when supporting children and young people with SEND.

Actions

- STLS to review the training packages previously offered and share the new model of CPD opportunities.
- STLS to deliver virtual workshops including Circle of Friends, Selective Mutism, Comic Strip Conversations and Pre-Teaching.
- Increase SENCo Forums to 6 times a year for schools.
- STLS Lead to survey schools and settings about the training content needed in Gravesham for the future.
- Develop a multi-agency offer by continuing to share training offered by other providers in Gravesham.
- Share the area wide training offers with schools and settings.
- Continue with dimension surgeries to provide ongoing support, identify targeted schools.
- STLS to deliver virtual SEND training through the Thames Teaching Alliance to ITT students
- Introduce tailored support with staff, following a visit to a school/setting.
- Introduce SENCo peer support to provide opportunities to share good practice about a specific SEND topic identified by a school.

Evaluation

Priority 2

Further develop the role of the Specialist Teaching and Learning Service, in order that the increasing number of children and young people with complex needs are fully supported by schools and settings.

Rationale

There is a growing number of children with complex needs in mainstream schools and settings, needing support from specialist teachers.

Success Criteria

Children with complex needs are well managed in schools and settings.

Actions

- Specialist teachers to continue to RAG rate visits to prioritise the most complex children and young people.
- To develop the role of the Link Specialist Teacher to support SENCOs with generic advice.
- To introduce after-school visits in order that meetings can more easily take place with the class teacher.
- To continue with and develop dimension surgeries to provide support.
- STLS to regularly review case-lists with the STLS Lead to discuss the needs of the children and young people in Gravesham.
- STLS Lead to continue to meet with the Provision Evaluation Officer to discuss the needs of children and young people with complex needs and how further support for schools and settings maybe needed.
- Lift Executive to monitor and discuss the increase in applications for statutory assessments.
- STLS Lead to liaise with the HNF officer and SENIF officer to review funding arrangements in place for schools and settings.
- STLS Lead to liaise with the Attendance Officer to monitor the number of part-time time-tables in place.
- Introduce SharePoint, a web-based platform, to all Gravesham SENCOs to share resources and pro-formas with schools and settings.
- STLS Lead to further promote the introduction of the SEN Toolkit and the SEND Peer Review model with schools in Gravesham.
- Restructure the Early Years LIFT groups in order that Early Years practitioners have a choice of virtual and face to face LIFT meetings.
- Specialist Teachers to have the opportunity to collaborate with staff at Ifield School when supporting children and young people with complex needs.

Evaluation

Priority 3

To promote the wellbeing of the STLS and to put in place arrangements that protect health of staff and enable them to receive the support required

Rationale

- The additional pressures and challenges of working differently during the COVID-19 pandemic

Success Criteria

- STLS Risk Assessment in place addressing staff wellbeing
- STLS team report back positively in 1:1s and Team meetings that they feel supported
- Staff absence is kept to a minimum
- Positive attitude despite difficulties
- Positive feedback from schools regarding adjusting all working practices

Actions

- Keep working practices under review
- Regular team meetings held face to face or virtually, dependent on the preference of the specialist teacher
- Ensure admin processes are kept to those necessary to fulfil the role to best of ability
- Introduce more discussions re support for complex cases into team meetings
- Ensure 1:1 sessions with manager include enquiring into wellbeing
- Manager to regularly check in with staff re their well-being
- To share all updates about the STLS review as received.

Evaluation