

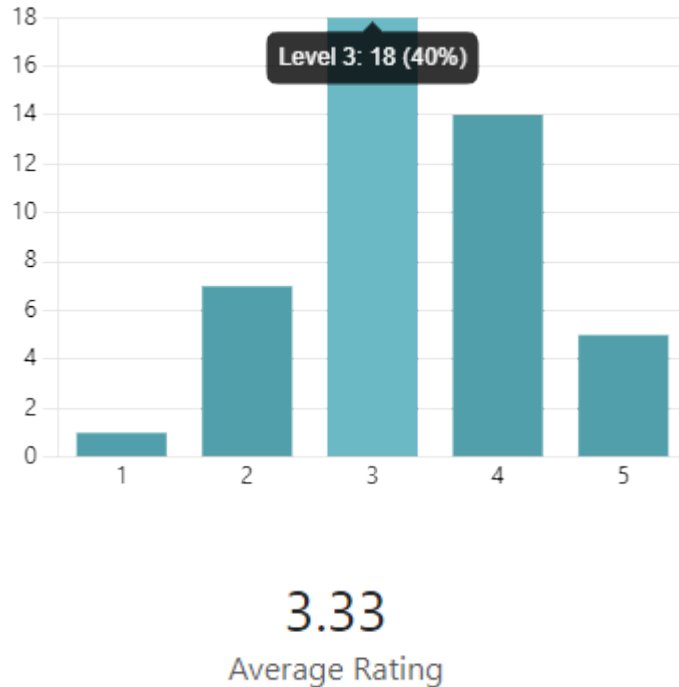
Innovation Fund

Summary Presentation of School Feedback
on Proposals for Schools Forum

18th November 2024



1. In relation to the Inclusion Consultant Proposals how much do you agree that they will make a difference to mainstream schools supporting pupils with SEND? (1 Star = not at all. 5 stars = Completely Agree)



Positive Comments:

- ✓ Support consistency and equity across BCP x 2
- ✓ External view of inclusion in schools beneficial
- ✓ Best idea in the package and would work well with changes in SEND.
- ✓ Excellent proposal
- ✓ Great to help where parents automatically want to go to EHCNA – identifying earlier intervention should limit this
- ✓ Training and development aspect of role looks positive
- ✓ support better transition from nursery to primary and primary to secondary
- ✓ Specialist knowledge, practical advice and strategic advice x 4
- ✓ Some useful elements such as school development support and following incidents

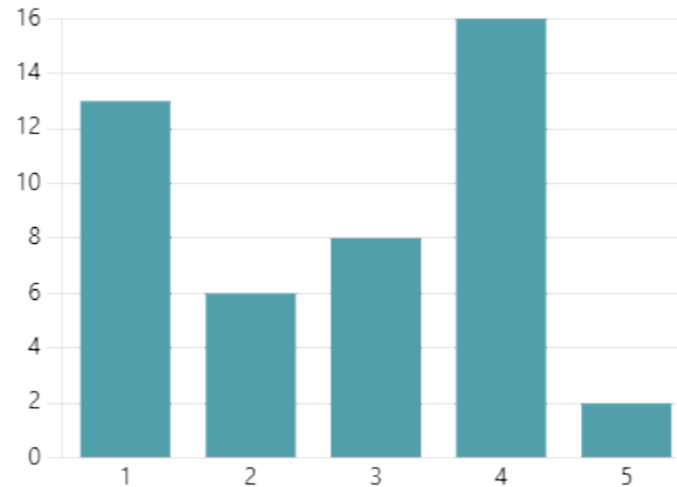
Inclusion Consultant Proposals - Concerns



Concern	BCP response
Not enough capacity to make a difference x 5	13 additional posts created. Ensure synergy and effectiveness across all services
How to recruit so many staff x 10	Recruitment may have to take place over time if not all posts filled immediately. May come from wider than just BCP area.
Permanent or temporary posts – concern over impact being lost x 10	Intention to be permanent posts – School Forum to agree funding
Feels like duplication of SEND Case Officers/outreach/existing structures/EPS SLA/ SENCO training and Networks	Clear process map covering remits and offers from services will be created to ensure clarity of offers
Concern over size of funding for this part when there are critical gaps in SEND team functioning	Innovation funding cannot be used to increase SEND team size. Also intended to affect system before reaching SEND stage.
Detail too limited in proposals	Greater details to be published as above
We have an excellent SENCo and wouldn't benefit from an ICON – money would be better spent increasing outreach offer further and looking at more specialist places	Concern that any school feels it cannot continue to improve and take on board additional input and support
Inclusion consultants are a massive waste of resources – telling people what to do with zero accountability	Misunderstanding of role – not external consultants
The Statutory support would not have much of an impact, since our SENCOs are so skilled with this aspect of their role and can confidently challenge 'No' decisions, etc.	Not about challenging 'No' decisions. About working together after decisions to implement suggestions and plan way forward
Just another expensive role who is completely detached from the reality of school life and the challenges faced.	Requirement of the role is to be highly experienced SENCO/EP/specialist teacher – who will have recent experience of working in schools

3. In relation to the Training and Development Proposals how much do you agree that they will make a difference to mainstream schools supporting pupils with SEND? (1 Star = Not at all. 5 Stars = Completely Agree)

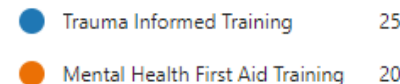
2.73
Average Rating



Positive Comments:

- ✓ Having a BCP offer makes sense x 3
- ✓ Package of training looks really good
- ✓ Good for all schools as practice x 5
- ✓ The training is game changing
- ✓ MHFA Training needed
- ✓ Essential in supporting our SEND pupils

4. Out of the two options for training which do you feel would have a greater impact for supporting pupils?

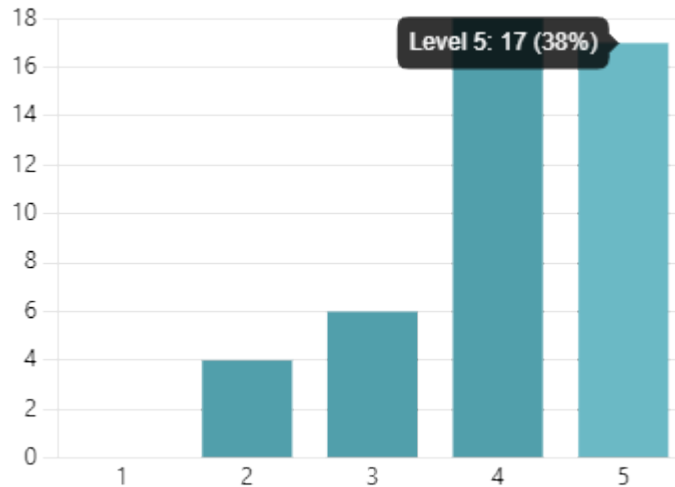


Training and Development Proposals - Concerns

Concern	BCP Response
Lots of schools already had this/work in a trauma informed way x 13	Split response on this between those who have and those who haven't undertaken the training already
Mental health practitioners/counsellors are required in schools to plug between ELSA and CAMHS. Need focus money on support where MHST is not offered.	Innovation fund can't be used to provide health focused services
Don't need more training – need more support services to support children with high levels of need	Other aspects of innovation fund propose other support
Costing a concern	This would be maximum cost – look to negotiate a lower bulk price
Online training or generic Whole School SEND training won't provide meaningful strategies or solutions	Schools are at different stages of need and support requirements
Need more support on how to design best possible classroom provision with a wide range of SEND, not just SEMH	Could be part of outreach offer

6. In relation to the additional funding proposals for Outreach Support and BOOST funding how much do you agree that they will make a difference to mainstream schools supporting pupils with SEND? (1 Star= Not at All. 5 Stars = Completely Agree)

4.07
Average Rating



Positive Comments:

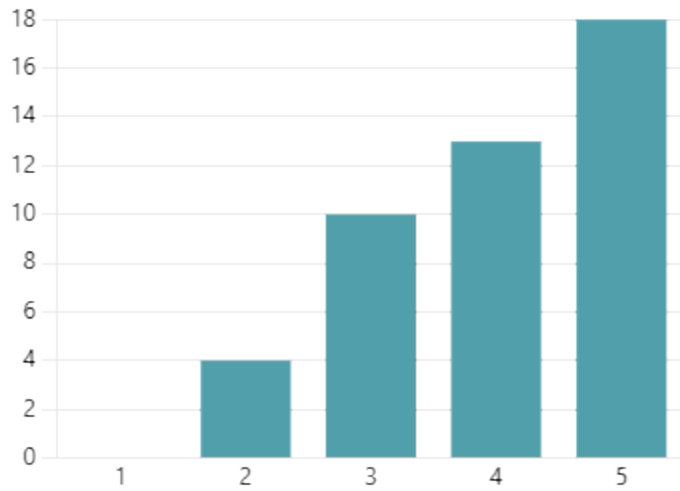
- ✓ Helpful, huge benefits or essential x 18
- ✓ Would be good to work alongside a TAS approach
- ✓ Real need for secondary support with a focus on mental health
- ✓ Expand this to supporting with behaviour
- ✓ Focus on training of staff in curriculum design for SEND and strategies to support learners
- ✓ Outreach and BOOST are our unsung heroes..... they truly are the only service in BCP which really allows for early identification AND early intervention...

Outreach Support and BOOST Funding - Concerns



Concern	BCP Response
Equity of access among schools – some use much more meaning no capacity left to support other schools	As part of the design of the new offer we will seek to establish an equitable offer for all schools based on the additional capacity available through this fund
Waiting time to access	New SLAs with the providers will seek to establish realistic response times to requests from schools with providers monitored on response times to requests
Only get support often at point of crisis	Additional capacity provided by this funding should enable the support to be provided at earlier stages in a child's journey and become more preventative rather than responsive
Need to ensure balance with EP Offer	Head of Strategic SEND and Head of School Inclusion are working closely together to ensure the support offer is complementary and does not duplicate
Needs to be relevant or appropriate to context of the school and suggestions applicable to the setting. Work with the schools – not above them	SLAs with the providers will ensure clear expectations on how the service is to be provided with schools asked for feedback after receiving the input to ensure continuous improvement

8. In relation to the Individual school project funding proposals how much do you agree that they will make a difference to mainstream schools supporting pupils with SEND? (1 Star = Not at All. 5 Stars = Completely Agree)



4.00

Average Rating

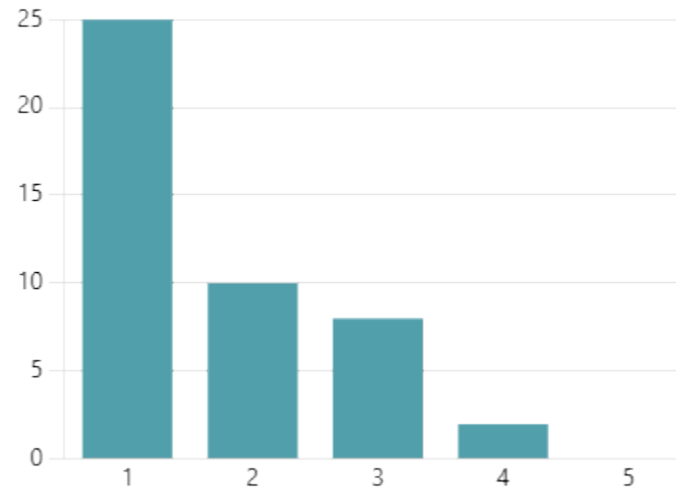
Positive Comments:

- ✓ Funding to focus on an area (e.g. sensory understanding and provision within school) and have wider school impact would be really beneficial
- ✓ Sensory rooms, OT Spaces and specialist resources would help support SEND children the most
- ✓ If awarded some Boost funding, the many children in my setting that are on long waiting lists will be able to access the support they need as I will be able to afford to purchase that and tailor it to the needs of the individual
- ✓ This would allow us to provide support before EHCPs are approved
- ✓ A positive step in the right direction. Superb in fact.
- ✓ Great and innovative idea.... please make sure those that don't engage but who have larger staff and leadership teams who can bid quickly get priority... you know who are the most vulnerable schools so target them.
- ✓ This would make a significant difference if schools plan a high impact projects with clear outcomes for students
- ✓ They will have impact so long as BCP have oversight of needs and placements

Individual School Projects - Concerns

Concern	BCP Response
Important to place them in the right areas that have need. Clear admissions protocols and long-term plan x 9	Projects will be subject to a bid process where each bid will be considered on its own merits for the context of that school. Details of the process, criteria and length will be shared once/if proposals are agreed by School Forum
Will depend how organised the system is and how much additional work for schools	The bid process will be organised with school capacity in mind, however there will need to be rigour in the process and a level of expected input from schools to ensure the quality of bids.
Needs to be a fair system so all schools have access to the same x 3	The process will ensure equity amongst schools and will be an open process.
Concerns would be around the cost of projects involving external support, the long-term success of short-term interventions and the staffing capacity within schools to deliver	The process will ensure that bids are clear on expected outcomes from the projects, the timeframes expected for this and that there is the appropriate capacity
Further clarity is needed on this as this would be deemed over and above a mainstream offer and then what happens when a pupil transitions and if they are requiring this level of support should an EHCNA be undertaken	Part of the bid process will be for schools to be clear on next steps and what transition would look like for pupils moving to the next stage of their education after being part of the project

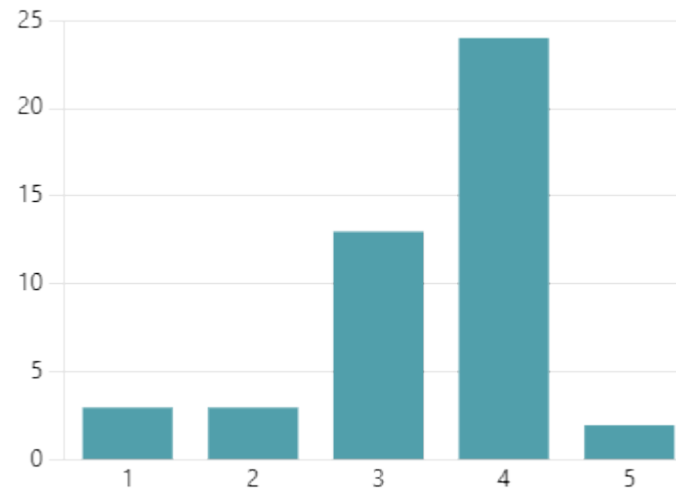
10. If the Innovation Fund proposals are not implemented how confident are you that mainstream schools will be able to meet the needs of pupils with SEND? (1 Star = Not at all Confident. 5 Stars = Completely Confident)



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Average Rating

11. If the Innovation Fund proposals are implemented how confident are you that mainstream schools will be able to meet the needs of pupils with SEND? (1 Star = Not at All. 5 Stars = Completely Confident)

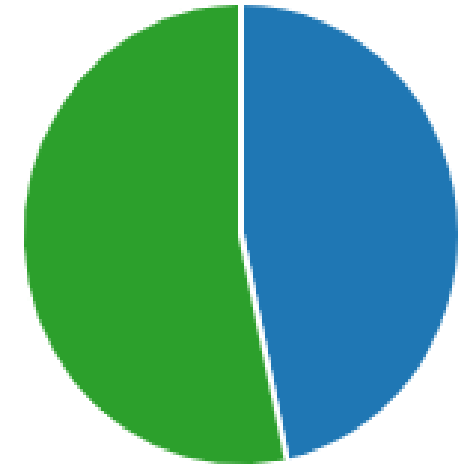


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Average Rating

13. Based on the Proposals provided in the presentation, are you willing to support these to proceed as a package of support for schools?

● Yes	21
● No	0
● Maybe	24



Comments about the impact of implementing or not implementing the Innovation Fund proposals

Positive

- ✓ Support the need for change
- ✓ If the projects are not implemented then there will continue to be the reliance on unregistered AP which costs everyone more money x 10
- ✓ Outreach and BOOST are likely to be most impactful x2
- ✓ I think BCP training would work as long as more specialist places are provided for the really complex needs of children. X 2
- ✓ The Innovation Fund proposals are essential for meeting the needs of SEND students LA-wide. It's a shot in the arm following years of neglect nationally.
- ✓ We need alongside this an expansion of places urgently for high needs EHCP placements as this seems to be the major failing currently.

Concerns

- ✓ Under current legislation schools and LA are set up to fail. Need greater funds and specialist provision
- ✓ Whilst I commend the thinking behind this project, and I'm not sure any more could be added, I fear it's a tokenistic attempt at solving a far bigger national government level problem.
- ✓ How would we determine what level of support each school had or needed (INCO/ training offer)? A school (like ours) that has a clear vision/ plan and direction for improvement for SEND and has already had TIS training would need different support to another school.
- ✓ I think the inclusive schools will become more inclusive and we will keep more of our children in mainstream but I don't think the proposals will change those schools who are not inclusive now
- ✓ Only with all school buy-in to the vision - this will be the hardest thing to achieve
- ✓ Schools require SEMH support, but I am not sure the offer within the Innovation Fund will be widely impactful. There may be more impactful ways to support schools SEMH needs
- ✓ I believe my school would be able to benefit from this as we have a model that I know can be successful but not sufficient funds for it. However, only a limited number of schools will be able to benefit, so it is not a long term solution to the support all schools need.
- ✓ The main challenge is funding EHCPs lawfully to implement Section F and ensuring it captures all required provision, and ensuring a funding system that works

Comments about the impact of implementing or not implementing the Innovation Fund proposals

General Comments

- ✓ It will depend on how students are arranged. If we continue to follow a model of having only 1 or 2 students with the most complex needs in a setting, delivery of an appropriate curriculum will remain extremely difficult as students have no peers and a class/small group in which to operate
- ✓ There will be a need to carry on with the training for new staff in the future
- ✓ All schools need to take an inclusive approach. There is still a huge disparity across BCP. Given the selective schools are likely to take fewer children with EHCPs due to entry requirements, this disparity is further skewed when schools are not inclusive
- ✓ The challenges of meeting pupil needs is overwhelming currently for my school community.
- ✓ We feel money would be well spent on a centralised recruitment and training programme for teaching assistants to attract them to the profession and provide them with comprehensive training which would include perhaps placements within specialist provision, a richer understanding of how to meet need and more specialist teaching assistants to be able to provide the most effective support for learners with a range of needs.
- ✓ Money should be shared equally into different post codes
- ✓ Is there any funding for supporting schools - especially in the face of falling numbers - to maintain pastoral and thrive provision as these have been invaluable in managing and supporting pupils and parents needs but will sadly be the first things to go with tightening budgets

