

Developing Local Provision

A new approach to meeting the needs of pupils with Special Education needs in Birmingham mainstream schools

Recap : What is DLP ?

DLP is about :

- Mainstream schools taking the lead and working in partnership to develop their SEND provision across their locality to improve the outcomes for Children and Young people with SEND across their locality of schools before the need for an EHCP
- Putting money in the hands of school leaders /headteachers to make access to resources easier and earlier to enable earlier identification and intervention for CYP with SEND

Its about partnerships of schools :

- using performance data , contextual locality information and audits of their needs , including the views of parents and carers and CYP to identify their priorities and needs
- identifying local partners and expertise and working with them to source and commission the resources they need to address their priorities
- identifying baselines and using these to set measurable targets for improving the outcomes and progress children and young people with SEND
- Monitoring, tracking progress and reporting and accounting for the impact of their work against the targets they have set

What DLP is not

- An attempt to stop pupils who need an EHCP from getting one
- Stop pupils going to special schools.

Who is included :

All schools regardless of context.

DLP – why we are doing it and why it is important ?

Context

1. National and OFSTED reports that provision and outcomes for pupils on SEND support is not as effective as they should be
2. Progress and outcomes for pupils with SEND in mainstream schools and without an EHCP are weak in Birmingham and Nationally.
3. Birmingham supports over 10,000+ children and young people with SEND through EHCPs
4. Birmingham has lower numbers/percentages of children and young people with SEND supported in mainstream settings than at a regional or national level
5. Supporting and establishing robust school improvement strategies around SEND

What does it look like?

Primary Consortia

	Sp,L & C	SEMH	Autism	ADHD	Family	Consortia Specialist Worker *	External Specialist Worker *	Behaviour Support	Early Years
Sparklers (C)									
Cole Heath A/B (C)									
Erdington (N)									
Perry Barr (N)									
Sutton Coldfield (N)									
Aston Nechells (NW)									
Handsworth (NW)									
Ladywood & Soho (NW)									
Eastwards (E)									
FAYS (E)									
Saltley Plus (E)									
Hall Green (S)									
Kings Norton (S)									
Northfield (SE)									
Quinbourne (SE)									
Senneley's Park									

- Consortia specialist worker is employed from within the existing Consortia
- External Specialist Worker is an externally appointed post

Secondary Networks

	Literacy	SEMH	Autism	ADHD	Family	Network Specialist Worker	External Specialist Partners	Specialist Curriculum Hubs	Transition
South West									
South									
East	*								
Central									
North - Sutton Coldfield									
North									
North West									

**Specifically a Speech and Language Project*

Special School Outreach

- From September 2021 a group of Special Schools will be offering a DLP funded outreach support to Mainstream and Special Schools in partnership with Local Authority advisory teams
- This outreach support is also available for schools and partnerships of schools to commission directly using their own funding

Why is it needed?

- Increase specialist capacity to support Children and Young People with SEND in Mainstream Schools.
- To maximise and disseminate the specialism and expertise we have in our special schools

What does it Offer?

The Outreach Offer from Special schools could include one or many of the following:

- Delivery of training to support all settings and SEND pupils within them promoting inclusive practice
- Supporting practitioners to have a significant impact on high quality teaching and learning
- Working in partnership to promote a creative, sustainable inclusive culture utilising school and other professionals as appropriate to support the needs of pupils in the school.
- Supporting the pupils to have a voice to engage in their provision and develop their independence in and beyond school into adulthood

Other DLP projects

Schools across BCC also agreed the following use of additional DLP funding – all are collaborative/partnership projects with measure key performance indicators around pupil outcomes e.g. progress , attendance , exclusions etc

A funding stream for Nurseries and PVI's who are replicating the mainstream school process and identifying projects for nurseries and PVI'S working together to improve provision across their 10 districts

A funding stream for secondary pupils not on roll of a school to support them back into a school with alternative provision

A funding stream for Post 16 providers who are developing proposals across their sector to improve provision and outcomes for students with SEND post 16

Why is the DLP project significant?

- It has heightened and strengthened the infrastructure across BCC around primary consortia and secondary networks across BCC with schools working in partnership to improve outcomes
- It may assist and facilitate potential and future ways of working for other teams organisations and other projects for children and young people across BCC
- Because the school improvement model from BEP will be delivered through the same infrastructure
- Many projects have resulted in schools working directly with partners, experts and agencies in their localities without the need for LA involvement
- Targets have been set in all localities and will be tracked to improve the progress and outcomes for children and young people
- Schools have led and now own the projects and accepted responsibility for its impact on pupils outcomes and Headteachers have taken the lead
- Because it aligns with the DFE proposed model for funding SEND projects in the future